

REVIEW TEAM REPORT OF FINDINGS

RENEWAL OF PROGRAM APPROVAL VISIT TO:

University of Southern Maine

- Educator Preparation Programs -
School of Education and Human Development

October 26 – October 29, 2014

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Table of Contents

I.	Introduction.....	3
II.	Summary of the Unit’s Conceptual Framework.....	4
III.	Summary of the Team’s Findings for Each Standard	
	Standard 1.....	5
	Standard 2.....	8
	Standard 3.....	11
	Standard 4.....	14
	Standard 5.....	16
	Standard 6.....	18
IV.	Recommendation to State Board of Education.....	20
V.	A. Listing of Interviews Conducted by the Review Team.....	21
V.	B. Listing of Exhibits/Artifacts Examined by the Review Team.....	24

Introduction

This Team Report of Findings results from consideration of evidence found throughout a review of the University of Southern Maine's (USM) Institutional Report (as submitted to the Maine Department of Education); USM Inquiry Brief (as submitted to TEAC); electronic exhibits in support of both documents; and information collected through numerous interviews, classroom observations, and school visitations that were conducted during the State Team on-site visit October 26-29, 2014.

The University of Southern Maine is one of seven institutions within the University of Maine System and has two campuses located in Portland, Gorham, and Lewiston-Auburn. The institution has served higher education needs in the region for more than 125 years, although it has been previously known by multiple names. The University of Southern Maine has deep roots in the Normal School tradition and was first known as the Western Maine Normal School in 1878. After several name changes, the University has been recognized as the University of Southern Maine since 1978.

Since the previous program approval visit in 2009, USM's Professional Education Unit has undergone considerable change. In 2010, USM restructured its major academic units from eight to the current structure of five which include the College of Arts, Humanities, and Social Sciences; College of Management and Human Service; College of Science Technology and Health; Lewiston-Auburn College; and Maine Law School. In 2011, the School of Education and Human Development reorganized itself from three departments to five departments. In the 2011-2012 academic year, new undergraduate pathways to general education teacher certification were developed in addition to the existing options. In October 2013, the School of Education and Human Development reorganized itself again into a faculty-of-the-whole with one Faculty Chair. In November 2013, a leadership team was established to guide the school through the restructuring process and refine management systems. In November, 2014, the School reorganized itself again into two departments. The faculty members are highly committed to student success and have remained flexible and responsive in adapting to continuous systemic change since the previous five year review.

The focus of the Review Team visit centered upon renewal of State program approval for the following educator preparation programs:

- Initial Teacher Certification Program Pathways
 - Art Education
 - Early Childhood at LAC
 - Extended Teacher Education Program

- Montessori Early Childhood Teacher Education
- Music Education
- Special Education
- Undergraduate Pathways including those at Portland/Gorham and LAC
- Counselor Education Program – (School Counseling Concentration)
- Educational Leadership
- Literacy Education Program
- School Psychology

A summary of the Team’s findings for each of the educator preparation program standards follows.

II. Summary of the Unit’s Conceptual Framework

The conceptual framework establishes the shared vision for a Unit’s efforts in preparing educators to work effectively in PK-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and Unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the Unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the Unit’s intellectual philosophy, which distinguishes graduates from one Unit from those of another.

The conceptual framework guides the School of Education and Human Development educator preparation programs, which are built on a strong theoretical framework that promotes effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices. The vision of the framework is to provide exceptional guidance that develops a firm foundation of pedagogical, as well as content knowledge, while supporting graduates to assume leadership in teaching and other school professional roles in PK-12 settings.

The Unit’s Mission statement is as follows:

“We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.”

To actualize this mission seven (7) Core Commitments were established and shared across each of the Unit’s various programs. These commitments were described in the Unit’s Self-Study Report as being:

- **Democracy** – to enact and elicit inclusive dialogue, freedom of expression, and participatory

decision-making that includes respect for and consideration of multiple views and perspectives.

- **Civility and caring** – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- **Equity and Diversity** – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- **Social Justice** – to speak for and empower people who are disenfranchised and work towards a more just society.
- **Ethical practice** – to engage in and insist on the highest level of professional practice.
- **Scholarship** – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
- **Professional Learning and Continuous Improvement** – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

Evidence was found to support that these commitments are being purposefully and thoughtfully employed across the Unit's varied programs. Through the vehicle of individual and group interviews it became clear to team members that these commitments were commonly known and shared by both Unit faculty and program candidates.

III. Summary of Findings for Each Standard

Standard One: Candidate Performance and Program Delivery

Candidates preparing to work in schools as teachers or other school professionals must know and can demonstrate the content knowledge, pedagogical knowledge and skills and pedagogical and professional knowledge and skills and professional dispositions necessary to help all students learn. Assessments will clearly indicate that candidates meet state and institutional standards.

Findings:

The USM School of Education and Human Development (SEHD), (referred to throughout this report as the Unit), includes initial and continuing teacher preparation programs and pathways: Art Education, Social and Behavioral Sciences with Early Childhood 081 Certification (Lewiston-Auburn Campus), Extended Teacher Education Program (ETEP), Montessori Early

Childhood Teacher Education, Music Education, Special Education, Counselor Education, Educational Leadership, Literacy Education, and School Psychology. Undergraduate Pathways (Portland, Gorham and Lewiston) attached to the following majors or programs: Applied Natural Science, Arts and Humanities, Biology, Chemistry, English, Environmental Science, Geography-Anthropology, Geo-Sciences, K-8 STEM, Mathematics, Modern and Classical Languages and Literature, Physics, and Social and Behavioral Science. Through these programs and majors students can pursue the following initial teacher certification areas: K-8, General Education (020), 7-12 English (100), 7-12 Social Studies (200), 7-12 Mathematics (300), K-12 Music (614), 7-12 Life Science (395), 7-12 Physical Science (350), K-12 Latin (410), K-12 French (420), K-12 Spanish (440), K-8 or 7-12 Special Education (282), K-12 Special Education—Severe (286).

There is ample data that indicate teacher candidates have broad content knowledge and can explain important principles and concepts delineated in national, state, and institutional standards. During team interviews, Unit faculty and administrators stated that the undergraduate pathways were designed to offer candidates in-depth knowledge of specific content areas coupled with experiences in pedagogical practice. Many programs base candidate expectations and learning outcomes upon the professional preparation standards of national credentialing agencies; these national standards have often been cross-referenced by program faculty with the *Maine InTASC Common Core Teaching Standards*. For example, the Montessori Early Childhood Teacher Education faculty members have designed cross-matrices that connect the American Montessori Society standards with the *Maine InTASC Common Core Teaching Standards*. The Doctor of Psychology program has predicated its program goals to be consistent with the standards of the Maine Administrators of Services for Children with Disabilities (MADSEC).

There is evidence to suggest that course blueprints guide Unit faculty in the creation of their individual syllabi and that syllabi are the mechanism by which the overall design and expectations of each course are made clear to candidates; however, it was not readily observable that these documents were consistent in stating the connection between course outcomes and the *Maine InTASC Common Core Teaching Standards*. Blueprint and syllabi alignments with these standards remain a work in progress across the Unit's programs and pathways.

Classroom observations by the team provided evidence that Unit candidates are encouraged and able to select and use a broad range of instructional strategies which include technology. Examples seen in the field by team members included: (video, Power Point, web applications and interactive white boards). Practicum candidates and teaching interns are supported in their efforts to integrate theory and practice under the guidance of mentor teachers. Evidence suggests that there is consistent communication between Unit faculty, mentor teachers and candidates regarding the professional expectations and dispositions of the field experiences.

Candidate work samples and selected Tk20 portfolio entries demonstrated numerous opportunities for candidate self-reflection and identification of both perceived strengths and areas of needed improvement in their instruction and emerging professional behaviors. Candidates consistently illustrated an awareness of practices that were culturally responsive, which highlighted an overall commitment and practical understanding of the mission, ideals, and core commitments of the Unit's conceptual framework. In interviews, candidates, faculty and mentors consistently identified collaboration, equity and diversity as informing their practice and decision-making which are all significant components of the conceptual framework. An example of this uniformity to the ideals of the conceptual framework can be seen in the emphasis in a number of Unit courses that incorporate service learning, conducted by candidates, at area schools and community agencies that often serve under-represented or low socio-economic populations.

Candidates receive advising during pre-matriculation and at key transition points during their program matriculation. Advising responsibilities for the undergraduate pathways are shared by CMHS's Director of Student Affairs, one full time advisor in the SEHD Student Affairs office, USM's Student Success Offices and an identified faculty in the candidate's content major. However, evidence from multiple sources suggest that candidates may not receive consistent information in regard to advising and would be better served if a more systematic, unified approach would be in place and additional human resources could be allocated to maintain consistency in advising across the Unit's multiple programs and pathways.

Candidates receive advising during pre-matriculation and at key transition points during their unit matriculation. Advising responsibilities for the undergraduate pathways are shared by CMHS's Director of Student Affairs, one full time advisor in the SEHD Student Affairs office,

Evidence is clear that unit faculty, coursework and programs reflect a consistency in providing learning experiences that apply tools of inquiry, content-specific pedagogy, research informed practice, culturally responsive approaches that incorporate a consideration of the contexts of family, school and community, reflective practice, and a commitment to the Unit's mission and conceptual framework.

- **Commendation:**

There is strong evidence that the faculty is dedicated to the success of all candidates. Candidates noted substantial and consistent support by the faculty. It is clear the faculty allocate time and attention to ensuring that candidates receive the instruction and opportunities that meet their individual needs and learning preferences.

- **Recommendation:**

Candidates would be better served if a more systematic approach to advising would be put in place to maintain consistent advising across the Unit's unique teacher preparation programs and

pathways. This is especially important for those transferring from the Community Colleges into the Unit's programs.

This Standard is Met.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

The Unit's Institutional Report, supporting documents, and interviews with faculty and staff indicate that the USM is committed to strengthening existing assessment practices and developing a culture of assessment on campus. The Professional Education Council (PEC) is the Unit oversight body for all educator preparation programs and pathways as well as Unit accountability. PEC approved the current Comprehensive Assessment and Evaluation Plan in 2013. It is still a work in progress as the programs are still developing their transition points worksheets as well as each program's key assessments, scoring/criteria/rubrics, and schedule for implementation.

The Unit's Programs and Pathways (curricula, key assessments, delivery), Courses, Teaching, Candidate Performance, Scholarship, and Service are primarily assessed by each program and college. Each program has identified an assessment plan as part of the Comprehensive Assessment and Evaluation Plan. The Unit's proposed primary mechanism for collecting, storing, and synthesizing candidate assessment and Unit data is the Tk20 data management system.

Candidate Assessment

Each program and pathway has identified key transition points and criteria for candidates with measures that align with their professional standards. For example, the Initial Teacher Certification programs and pathways are aligned with InTASC and NETS-T which make up Maine's Common Core Teaching Standards. The transition points are Admissions, Internship, Certification Recommendation, and Degree Completion. These points not only assess the candidate's performance, but also determine the candidate's readiness to continue in the program/pathways. This is based on factors such as GPA, completion of specific coursework, and other indicators that demonstrate readiness. Candidates are assessed in internships and culminating clinical experiences based on their performance regarding relevant professional standards.

The current Comprehensive Assessment and Evaluation Plan focuses on candidates and program faculty have ongoing access to assessment data and feedback through the recently adopted Tk20 data management system. This data will indicate how candidates are progressing through the program through transition points and key assessments. The Tk20 data management system will track admission, course completion and grades, benchmarks (such as candidacy or entry into an internship), key assessments, and program completion data. Despite statements to the contrary in the Institutional Report, the Unit's Assessment/Data Group reported that only the admissions component is integrated throughout all programs and pathways.

The key assessments identified in the List of Key Assessments document were not always the assessment items that Unit faculty listed as their program's key assessments. Some faculty members interviewed were under the impression that each course had several key assessments associated with them that would be uploaded to Tk20, but this was not evident in the List of Key Assessments. The Unit's Assessment/Data Group clarified that the term "key assessments" was a Tk20 operating term that did not always match individual faculty's definition. However, that Unit-wide clarification of the term as well as selecting actual assessments is in process.

A major form of candidate assessment is the candidate's capstone electronic portfolio. Some are currently housed in Tk20, and some through other platforms. For example, the Art Education Program uses the e-Portfolio website, *Digitization*, which allows for presenting visual arts as well as to showcase portfolios. The Review Team found ample evidence that these summative assessments demonstrate that the candidates are meeting the professional standards of their fields.

Program Assessment

Each program and pathway participates in an assessment system within which decisions about candidate performance are made based on multiple assessments. There is ample evidence that communication of the Unit's outcomes and efficacy from internal (candidate) and external (employers) stakeholders drive decision making for program and curricular changes. For example, the Education Leadership Program meets four times a year with a very robust Education Leadership Advisory Committee to discuss assessment, checkpoints in each class, and current needs of the profession. Additionally, the Assessment/Data Group and the TEAC Inquiry Brief both provide examples of the Unit collecting and analyzing data to make decisions about the programs and curriculum. As an example, their Preparedness Survey identified candidates wanting more experiences working with diverse students as well as with ESL students, and the Unit is responding to this discovery.

Post-program, follow-up surveys are conducted to assess candidates' employment status as well as satisfaction with the program. Additionally, internal and external stakeholders provide feedback on candidate and graduate performance information that is utilized to evaluate the efficacy of the Unit programs and pathways. For candidates, the information gathered targets

employment status at program completion and again at three and six-year intervals following program completion. The follow-up survey also considers program satisfaction at program completion and then at a three-year follow-up. The external stakeholders' feedback process is a survey of principals regarding the performance of USM program graduates compared to the general population of teachers during the first three years of employment.

The Review Team found that the primary program data analysis instrument being implemented is the Tk20 data management system. As mentioned earlier, the Tk20 system allows candidates to provide evidence of their achievement in addressing professional standards, and allows faculty to review the evidence in order to make program decisions. The Review Team did not find evidence that Tk20 is currently linked to USM's Student Information System, Maine Street. Although Tk20 was adopted during the 2012 spring semester, review of artifacts and interviews indicate that it is not fully implemented across all programs and pathways. Also, evidence was not found that data based decisions are being made using the Tk20 candidate assessment and Unit evaluation systems.

Standard Summary

Since the 2009 Program Review, the Unit has seen a significant amount of growth and development in the area of assessment and program evaluation. The purchase of Tk20 for Unit-wide assessment management and development of the Unit Comprehensive Assessment Plan are examples of USM's commitment to improved assessment practices.

However, despite the importance of the Tk20 data management system, faculty and candidate orientation to the system has not been evenly applied throughout the programs and pathways. This was consistently evident in interviewing the faculty and candidates, and some individuals clearly requested more training and resources in this assessment management system. The Review Team found that due to technological challenges and lack of adequate training, most candidates have been submitting key assessments in traditional formats.

There is a significant difference in the Institutional Report's description of the plan of action of Tk20 and the actual implementation of the assessment timeline by the deans, associate deans, faculty, and candidates. It is understandable that with the limited time that the Tk20 data management system has been in place that a comprehensive level of implementation has not yet been achieved.

- **Commendation:**

The review team commends the Unit on the development of both its comprehensive assessment plan and the early stages of implementing the Tk20 data management system.

- **Recommendations:**

The Unit should continue to refine and the implement the Comprehensive Assessment Plan and provide increased support to faculty and candidates for the Tk20 data management system.

While a director of academic assessment was identified it appears that the Unit has not fully utilized this resource in the implementation of Tk20. The Unit is encouraged to consider adding the Director of Assessment to the PEC in an effort to prioritize assessment issues.

This Standard is Met.

Standard Three: Field Experience and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

Findings:

As part of their course work and programs in the Unit, candidates are required to participate in field experiences, practica, and internships. These field experiences are designed to engage candidates, from early courses in their programs, by connecting their experiences in the community and schools with the theory and content of the courses so they discern the extent to which levels of teaching, K-12, and content area specialties can be developed as primary interests. The Unit's vision for these experiences, as articulated by faculty, staff, and candidates, is that candidates and graduate school practitioners contribute to the learning of all students, are culturally responsive in the classroom, respond to cultural diversity in its different manifestations in the schools, and develop evidence-based practices for the classroom in different content areas.

The Unit has focused on developing partnerships with area school districts to design, deliver, and evaluate field experiences and to provide varied and extensive experiences for candidates. The Unit works with district and agency administrators to establish communication between the Unit, candidates, and cooperating teachers, standards and expectations of work, and the goals that reflect both the local school's needs as well as the standards and core commitments of the Unit. In developing the collaboration with school administrators the Unit has cultivated working relationships. For example, a district assistant superintendent has worked with the Unit to provide more offerings in different school settings within the district, extending the resources to other schools, and engaging teachers selected for best practice and multiple perspectives related to culturally responsive pedagogy and cultural diversity.

The faculty has shown evidence of aligning course outcomes and course objectives with university, state, and professional standards. The Unit is encouraged to continue the process of aligning state and professional standards explicitly with course objectives and aligning these objectives with specific course outcomes. The staff of the Unit noted that making the field experience expectations uniform, in terms of hours to be completed, is one way to make the field placement work and related courses transparent to candidates and partnering schools and agencies. The staff and faculty have developed multiple options for field placements through community services and agencies that relate directly to specific courses and that reach beyond the region to serve the interests of the candidates and needs of the local schools. Further, the experiences of the teaching candidates are layered in a sequence of increasing complexity and responsibility for the candidates.

The unit has developed the Pathways, successor of TEAMS, engaging candidates for initial certification in developing expertise in content areas/disciplines such as science and math, while they complete the courses in their professional programs. The Music Education program is an exemplar of the integration of expertise in the field and applications in the schools. Students are engaged in practicum experiences throughout their program and complete experiences at multiple levels of education and in both ensemble and classroom teaching of the five components of music education. Further, the mentoring teachers are involved in the instruction of the candidates at USM. The Music Education program is one among several programs, including math, and art, that have integrated the discipline with professional and pedagogical expectations and concepts of the SEHD Programs. Arts and Sciences faculty have endorsed the idea of continued collaboration with SEHD and Teacher Education to connect cutting edge content in science, technology, and math with pedagogy and principles of teaching that the Music and Art Education programs exemplify. Unit faculty noted that they envision the connections which exist between the Unit and Art, Music, and Science will be extended to collaborations with history, government, and English. While the collaboration cultivates the body of content in teaching education faculty in the disciplines benefit from the principles of pedagogy such as standards-based instruction. The growing collaboration reinforces the development that has occurred in the Unit. The faculty and staff are commended for their leadership in building partnerships and supporting professional development. Also, Unit faculty members have endorsed continued collaboration in promoting field placements with supporting instruction and guidance across the campuses.

The clinical faculty and the Unit, which includes both higher education and PK-12 school faculty, show evidence of multiple measures of assessment to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. In the programs for initial educators practicum candidates meet regularly to reflect upon the work in the classroom and to share knowledge and experiences. In multiple venues candidates are asked to reflect upon the numerous implications of their experiences in teaching. The graduate program

candidates meet weekly to refine connections between theory and practice and to reflect upon the implications of their experiences to their teaching practices.

The Unit uses the following mechanisms to evaluate internship placements in the initial teacher certification programs and pathways: course evaluations of practicum and internship classes (across all programs and pathways); internship/supervision evaluation surveys to initial teacher certification interns; initial teacher certification exit survey items on internship courses; and a survey of former candidates at three years following program completion in which they are asked to reflect on the extent to which their internship components prepared them for their jobs.

Evidence was found that the Unit and its partnering schools engage in and benefit from professional development activities. The Unit is exploring the creation of Professional Development Schools in which the Unit and partnering schools will benefit from the experiences, knowledge, and learning processes they will each bring to classroom teaching and interactions amongst and between the educators. Teachers will work together to build the strength of their content while continuing to engage teachers in open communication related to serving students, developing content area pedagogy and professional development, and addressing learning and professional standards.. This view is shared across the campuses of the Unit.

- **Commendation:**

Evidence exists showing that the Unit is working effectively with school partners to develop and refine field placements for Pathways and graduate candidates. This growing collaboration reinforces the development that has occurred in the Unit and faculty and staff members are commended for their leadership in building partnerships and supporting professional development.

- **Recommendation:**

While evidence was found that placement procedures and protocols have been made more rigorous and consistent in connecting objectives and learning outcomes with Maine's standards for initial certification, the Unit is encouraged to continue the process of explicitly aligning state and professional standards with program course objectives and outcomes.

The Standard is Met.

Standard Four: Diversity

The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

Findings:

The idea of preparing candidates for the diverse classrooms and professional settings in which they will work is valued by the Unit. Discussed by faculty and administrators alike, specific coursework and experiences are aimed at providing candidates with exposure to these topics and concepts; they are also integrated throughout the experiences, discussions, and professional development opportunities.

In meetings and interviews with the program faculty, administrators, and candidates, it was common to hear about the various kinds of diversity conceptualized – whether it was racial, ethnic, socioeconomic, language, and ability – as well as how equity becomes an important goal of learning about diversity.

The Literacy Program, in particular, can be an exemplar of how diversity is a core value that is embedded in the content of the coursework, the dispositions of the faculty, the interactions they have with community partners and schools, and the framing of their program. Similarly, the Extended Teacher Education Program (ETEP) has had a thoughtful engagement of these concepts as an interwoven thread in their courses, assignments, and even their admissions process.

When observing the course EDU 305, for example, discussions surrounded ethnicity, immigrant status, and even language acquisition. Candidates are given multiple opportunities to discuss these issues in small groups, often making connections among multiple courses.

The context of Maine was a common disclaimer for conversations that surround the topic of diversity, as in “Being in Maine...” or “Since Maine is the second Whitest state...” At the same time, USM finds itself within the most urban setting in Maine and, correspondingly, identifies itself as a Metropolitan University. The Unit is encouraged to better utilize the diversity that exists in its surrounding schools and communities and to provide mandatory experiences and opportunities for its candidates. For example, the Unit’s IR provided excellent statistics on the surrounding districts English Language Learner (ELL) populations (5%-23%); at the same time, the Unit points out that candidates are in placed for field experiences where only 1-2% are ELL students.

Similarly, the Unit is encouraged to increase its proactive efforts to recruit and retain more diverse candidates. As stated in the Institutional Report, the Unit’s racial and ethnic diversity of its faculty is 93.75% White, 3% Latino, and 3% American Indian/Native Alaskan, which is less diverse than the USM faculty as a whole (89% White, .27% African American, 5.4% Native American/American Indian, 1.88% Latino, and 3.75% Asian). It was unclear how the data that are collected and the opportunities that are present assist in recruiting and retaining more diverse students. From conversations with both undergraduate and graduate admissions representatives, no clear targets have been given for recruiting diverse students and few resources have been

directed to support any such goal. An undergraduate admissions staff member is tasked with multicultural student recruitment but no such position exists at the graduate level.

Likewise, while it is clear that little tenure-stream hiring may be occurring in the Unit, the recruitment of diverse faculty for part-time and adjuncts could then become a focus. Being more proactive in this regard is also recommended. Utilizing the resources and the surrounding diverse communities may be one way to access these populations.

The Urban Teacher and Leadership Development Program may hold promise in the future in meeting more aspects of Standard 4. Similarly, utilizing the opportunity afforded by the Professional Education Council to have cross-disciplinary conversations about intentionality in coursework and experiences to foster more learning and exposure to diversity may prove to be beneficial over time.

- **Recommendations:**

The Unit should require diverse placements and experiences for candidates; however, diversity may be defined by the program.

The Unit should employ more targeted recruitment strategies for both program candidates as well as future program faculty.

This Standard is Met.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including assessment of their own effectiveness as related to candidate performance: they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performances and facilitates professional development.

Findings:

SEHD faculty members are experienced educators who are highly qualified in their field and excel in teaching. The USM Institutional Report indicates that twenty-six out of twenty-nine faculty have earned doctorates and hold memberships in various state, national, and international organizations. Twenty-four faculty members are tenured or tenured-track professors and five are lecturers.

The Professional Education Council (PEC) is an entity that is accountable for the management and coordination of advancing connections between multiple pathways among the four colleges at USM. During the interview process, the PEC identified that they are pleased to be working together as a group and have gained experience from each other as well as support for integrating curriculum initiatives. They find the interdisciplinary approach to be advantageous.

Retention, Promotion and Tenure (RPT) is a structure in place at USM. Faculty are required to use a dossier format to provide information about educational background, teaching philosophy, performance, scholarship and service to the university, the community, and the profession. Each department has their own criteria for evaluation but there are Standards published by the Provost for all faculty members. RPT meets with candidates and discusses citizenship, service and scholarship. Candidate evaluations from courses are part of the yearly evaluation process. The student evaluations are completed online, are signed off by the Chair and are part of the faculty member's personnel files. It was reported that the student response rate is lower than when the evaluations were completed in the classroom. Incentives are being provided to candidates to help increase their response rate.

Teaching by professional educational faculty helps candidates develop the proficiencies outlined in professional, state and institutional standards. Coursework and syllabi development are aligned with pertinent standards in the area of inquiry. Evidence of International Reading Standards, INTASC Standards and ISLLC standards are used in the curriculum design process, as well as others. Syllabi are designed with the use of a blueprint. The blueprint is a tool that standardizes the syllabi by including specific elements in course design that support essential student guidance and support. One of these elements is the Core Commitments that are part of the conceptual framework. Any new courses go through a rigorous process with the Curriculum committee for approval.

Faculty reported that the amount of service in each department varies. Evidence of service is prevalent at USM. Service is provided at the college, school and department level through events such as the Science Bowl, musical performances, and the global educator's experience. Faculty stated that citizenship has risen and there are not as many opportunities for service and scholarship. Additionally, faculty shared that they needed to do a better job at capturing what they are doing in the area of service.

Workload for the USM faculty is currently a 3/3 load. In some cases faculty have the opportunity to have a course release to work on scholarly work. There is discussion that the course load is changing to a 4/4 load. There are numerous opportunities for faculty to advance their scholarship activities. However, faculty development money to support research and scholarship as well as conference attendance has been frozen for the past three years.

Faculty members are actively involved in professional associations at state, national and international levels. Leadership is prevalent through the varied faculty development

opportunities and leadership is exerted at local, state, national and international levels. Faculty members demonstrate scholarly work related to teaching, learning, and their fields of specialization.

As envisioned in USM's mission of being a metropolitan university, there is ample evidence of partnerships between USM, school and community. The Boys and Girls Club connection is an example of a solid and significant partnership. Faculty consult with low performing schools, work with the Maine Principals Association, and are involved in teacher effectiveness and teacher evaluation stakeholders groups. Due to the extensive needs in the Teacher Effectiveness arena there has been support to districts to connect student growth to the supervision and evaluation model. Collaboration with the Southern Maine Partnership has developed into a commitment to meet monthly with area principals. This collaboration has developed further to include meetings to support area superintendents.

- **Commendation:**

The Unit is commended for its strong faculty rapport with students as well as the deep respect that students consistently articulated for their faculty.

This Standard is Met.

Standard Six: Unit Governance and Resources

The Unit has the leadership, authority, budget, personnel, facilities and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

USM is an institution that has undergone significant structural change since the last review in 2009. These structural changes have also resulted in significant shifts in governance, resources, and infrastructure. It is apparent that both faculty and candidates have weathered these changes with a level of flexibility and particular aplomb that is noteworthy. Indeed, faculty in the Unit are highly committed to their candidates and the profession and are willing to step-up to do whatever is needed to be done. Candidates reflect these sentiments and appear highly satisfied with their programs as well as with their faculty. If concerns are expressed by either of these constituent groups, it is that, due to the current economic challenges, fewer faculty members are having to carry more of the load in regard to teaching, advising, and service thereby resulting in fewer opportunities to conduct scholarship.

Faculty and the various programs within the Unit are governed under the umbrella of the Professional Education Council (PEC), which meets monthly. The PEC includes representatives from the various teacher education and education professional programs. The bulk of the work of this governance organization has been spent in the past several years focusing upon reorganization and preparing for State and national reviews. The importance of this governing body cannot be understated in regard to the role it plays in communication and policy-making across programs. Indeed, given the Unit's wide reach across so many institutional programs, departments, Colleges, and campuses, the role of this body will likely continue to be enhanced moving forward. Certainly, change in administration and governance will continue to be seen by USM in the coming months and years and having a body such as the PEC will assist the Unit in maintaining its focus and its continued work.

During interviews it became apparent that upper administration strongly supports the Education programs at USM and sees the Unit's vital role in moving forward in its vision of a Metropolitan University, in which the institution will forge a stronger connection between itself and its community, and with a stronger focus on applied research. Consequently, the Education programs are viewed, by the President and Provost, as integral to such a vision with their inherent connections to the community throughout Southern Maine and beyond as well as their already strong focus on applied research. It is apparent that USM Administration supports a vision where programs at USM can come together "across the academic silos" to form more interdisciplinary efforts and cited the PhD collaborative between the Muskie School and the Educational Leadership program as an exemplar.

Not surprisingly, much of the documentation for the Unit and the on-site visit surrounded the topic of resources. While the Unit has been protected from further faculty retrenchments, the numbers of full-time faculty have diminished since the last review in 2009, with 29 faculty in the SEHD (down from 36 in 2009). The diminished numbers have necessitated an increased reliance upon part-time, or adjunct faculty, and full-time faculty members feel that they have been fortunate in finding so many qualified individuals to fill these needed roles. Candidates interviewed expressed concerns about decreased numbers of full-time faculty in regard to offerings and advising.

The SEHD's facilities are largely housed in Bailey Hall while other programs in the Unit are located in other parts of the Gorham campus as well as the LAC campus. It was apparent to team members that these facilities are in need of significant renovation and updates.

The Unit's programs, faculty, and candidates are supported by infrastructure in technology and library's resources, which are currently undergoing some transition as well. Many of the library's resources and holdings are system-wide across the University of Maine System (UMS), thereby large in scope and breadth. In addition, a library liaison is assigned to each area, providing specialized expertise and support for the Unit.

In regard to technology, support exists through the Instructional Technology and Media Services area, which provides assistance to faculty and candidates in the classroom and beyond. This group is also enthusiastic about working with faculty to provide support for new technologies in the classroom, for online learning, and through working with the Center for Technology-Enhanced Learning (CTEL) to obtain professional development as well as grants to support the adoption of new technologies. They have recently been subsumed under the UMS Information Technology (IT) umbrella, which has resulted in some confusion about where to go and when and where to find support when needed.

- **Commendation:**

The Unit is commended for its resiliency in times of significant structural change and for taking an active role in modeling the tenets of the Metropolitan University that is USM's vision for the future.

- **Recommendation:**

Given the significant restructuring occurring at USM, the Unit should continue to implement its collaborative leadership role across all programs, through the PEC, to ensure progress on important initiatives such as assessment.

IV. Recommendation to the State Board of Education

When the TEAC accreditation decision is rendered concerning the University of Southern Maine (USM) educator preparation programs and notification of this decision has been received the University of Southern Maine (USM) state review team members recommend:

That the State Board of Education grant renewal of state program approval for the following University of Southern Maine (USM) educator preparation programs: Art Education, Early Childhood, Extended Teacher Education Program (ETEP), Educational Leadership, Literacy, Montessori Early Childhood Teacher Education, Music Education, Special Education, Undergraduate Pathways, Counselor Education, Literacy Education, and School Psychology.

V.A. Listing of Interviews Conducted by the Review Team
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Faculty

Julie Alexandrin	Assoc. Professor and Coordinator of Abilities and Disabilities Studies, Special Education
Jeffrey Beaudry	Assoc. Professor and Program Coordinator, Educational Leadership, PEC
Mary Ledue Bell	Art Lab Coordinator, Art Education
Libby Bischof	History, PEC
Julie Canniff	Assoc. Professor, ETEP Site Coordinator and Supervisor, PEC
Rachel Brown-Chidney	Assoc. Professor, Educational and School Psychology, PEC
Jody Capellutti	Professor, Educational Leadership
Paul Caron	Associate Professor and Director of Teacher Education, Undergraduate Pathways/LAC, PEC
James Curry	Assoc. Professor, Educational Leadership
James Curry	Assoc. Professor, Special Education
Anita Stairs-Davenport	Assoc. Professor and Program Coordinator, Literacy, Language, and Culture Program
Mario De La Garza	Counselor Education, PEC
Beth Doane	Guidance Counselor, Yarmouth High School, Counselor Education, PEC
Denise Enrico	Lecturer, Coordinator of Maine Scholastic Writing Awards, Site Dir. of Southern Maine Writing Project
Catherine Fallona	Assoc. Professor , Literacy Education
Christy Hammer	Assoc. Professor, Social and Behavioral Science, Early Childhood Education, LAC, PEC
Kelly Hrenko	Assist. Professor of Art Education, Major Advising Coordinator
Sue Jones	Lecturer and Program Coordinator, Counselor Education
Alan Kaschub	Director, School of Music
Michele Kaschub	Professor of Music, Coordinator of Music Education
Walter Kimball	Professor of Education, Special Education, PEC
Robert Kuech	Associate Professor, Teacher Education, Science, PEC
Alexander Lapidus	Assist. Professor, Literacy, Culture, and Culture Program
Mary Ledue Bell	ArtLab Coordinator, Art Education
Catherine Martin	Co-Dir., Montessori Inst., Winfield House, PEC
Anita Stewart McCafferty	Assistant Professor, Educational Leadership
Kelly McCormick	Math, K8 STEM, Undergrad. Pathways/LAC, PEC
John Muthyala	English, PEC
Sara Needleman	Lecturer, ETEP Site Coordinator and Supervisor
Mary-Anne Peabody	Social and Behavioral Science, ETEP
Patricia Red	Lecturer, Department of Educational Psychology and Exceptionality, Coordinator of Special Education Pre-Service Program

Flynn Ross
Mark Steege
Marianne Smith

Charlene Suscavage
Terry Theodose
Adam Tuchinsky
Michelle Vogel
Lisa Walker
Jean Whitney

Associate Professor, ETEP Site Coordinator
Professor, School Psychology
Guidance Counselor, Westbrook High School, Counselor
Education
Modern and Classical Languages
Assoc. Professor of Biology, Arts and Sciences
Assoc. Dean (CAHS), Professor of History
Co-Dir., Montessori Inst., Winfield House, PEC
English, PEC
Associate Dean of CMHS, Director of Teacher Preparation,
PEC

Administration and Staff

Manuel Avalos

Tammy Blair
Dick Campbell
Rachel Brown-Chidney
Angela Cook
Linda Evans

Charlie Fitts
David Flanagan
Jill Gibson
James Graves
Walter Kimball
Lanny Lumbert
Joseph McDonnell
David Nutty
Colleen Pleau
Ira Sterling
Kimberly Warren
Carol Weeks
Blake Whitaker
Jean Whitney

Provost and Dean, College of Management and Human
Service (CMHS)
Grants and Contracts Manager
Chief Financial Officer
Placement/Field Group
Manager of Audiovisual and Media Services
Office of Educator Preparation and Certification
Officer, PEC
Associate Dean, CSTH)
USM President
Dean, Lewiston-Auburn College (LAC)
Dean, College of Science, Technology, and Health (CSTH)
Assessment/Data Group, PEC
Coordinator of Library Collection Management
USM Provost
University Librarian, Director of Libraries
Assessment/Data Group
Accreditation Site Visit Coordinator
Student Support/Student Affairs
Partner School Representative
Associate Dean, Lewiston-Auburn College (LAC), PEC
Associate Dean, CMHS, Director of Educator Preparation,
School of Education and Human Development (SEHD)

Classroom Observations

Robert Keuch
Alexander Lapidus
Sara Needleman
Mark Steege

EDU 100 – Exploring Teaching as a Profession
EDU 305 – Foundations of Cultural and Linguistic Diversity
EDU 651 – Secondary School Strategies
SPY 729 – Advanced Intervention Methods

School Visits

Narragansett Elementary School	Mentor Teacher – Jacqueline Durant-Harthorne (Math Lesson – 2 nd Grade)
Gorham Middle School	Mentor Teacher – David Palmer (Science – 8 th Grade)

Education Candidates

Hannah Batley	School Psychology
Stephanie Brown	TEAMS Graduate, ETEP
Carrie Garrett	Literacy Education
Tish Knight	School Psychology
Rebecca Lambert-Koelker	Literacy Education
Mitch Ouellet	Educational Leadership
Liz Pierce	Counselor Education
Jennifer Precopio	Music Education
Will Roy	School Psychology
Amanda Vickerson	Special Education
Aleeza Stearns	Early Childhood Education

Cooperating Teachers

Sue Atwood	Westbrook Public Schools
Andrea Stultz	Westbrook Public Schools
Lisa Hodge	Windham-Raymond Public Schools

V.B. Listing of Exhibits/Artifacts Examined by the Review Team	
<p style="text-align: center;">Historical Documents</p> <ul style="list-style-type: none"> • USM State Approval Institutional Report, 2009 • TEAC Inquiry Brief and Appendices • USM State Approval Institutional Report, 2002 • Comprehensive Assessment Plan, 2001 	
<p style="text-align: center;">State Approval 2014</p> <p>Institutional Report 8/1/14</p> <ul style="list-style-type: none"> • Institutional Report, 8/1/14 • Glossary of Terms • Unit Comprehensive Assessment Plan • Unit Conceptual Framework • Unit Governance Document 	
Standard 1: Candidate Performance and Program Delivery	
<ul style="list-style-type: none"> • TEAC Inquiry Brief Appendix D <ul style="list-style-type: none"> ○ Institutional Report, 2014, Standard 1 for Initial Teacher Certification ○ Institutional Report, 2014, Standard 2 Assessment ○ Undergraduate Academic Policies ○ Graduate Academic Policies ○ Admissions, Candidacy & Completion <ul style="list-style-type: none"> ➤ Brochures/Program Sheets ➤ UG & Graduate Admissions Information ➤ USM UG Admission Application Instructions & Deadlines ➤ USM Graduate Admissions Application & Deadlines ➤ Program Admission Materials ❖ ETEP <ul style="list-style-type: none"> ▪ Application Guide & Admission Information ▪ ETEP Admissions Interview Questions ▪ Scenario for Question D – Elementary Question ▪ Scenario for Question D – Secondary Question ▪ ETEP Candidate Interview Evaluation Form ▪ ETEP Admissions Application Directions for Tk20 ❖ Montessori <ul style="list-style-type: none"> ▪ Admissions Information ▪ Pre-Admission Evaluation ▪ Admissions Application Information #1 ▪ Admissions Application Information #2 ▪ Philosophy & Objectives of Teacher Education Courses ▪ Course Application ❖ Music Education 	

- Program Admission Information
- Audition Interview Questions
- Professional Internship Application
- Application for Proseminar 5 Internship
- Teacher Professionalism & First Impressions
- Field Teaching Checklist
- Program Standards for Admission to Upper Division
- Sophomore Review
- ❖ Special Education
 - Application Information
 - Admission Requirements
 - Admission Interview Questions
- ❖ Undergraduate Teacher Certification Pathways
 - Declaring your Teacher Certification Concentration (revised 7/18/14)
 - Teacher Certification Pathway Declaration Instructions (Revised 10/22/14)
 - TEAMS Candidacy Interview Rubric
 - **Undergraduate Pathway Candidacy**
- ❖ Candidacy Evidence, Process & Evaluation
- ❖ Candidacy Evidence & Process – Student Directions
- ❖ Candidacy Letter of Recommendation – Educator Professor
- ❖ Candidacy Letter of Recommendation – Field Placement
- ❖ Candidacy Letter of Recommendation – Major Professor
- **Initial Teacher Certification Transition Points**
- ❖ Art Education
 - ETEP
- ❖ Music Education
- ❖ Special Education
- ❖ UG Pathways
 - **Certification Recommendation**
- ❖ Recommendation for Certification Application
- ❖ Recommendation for Certification (Verification by Certification Officer)
 - Coursework
 - Field Placement & Internship
 - Standards Performance & Assessments
 - **Samples of Student Course Work Assignments**
 - **Standards Review Examples**
- ❖ Link to log on to Tk20
 - Directions for navigating to standards reviews in Tk20
 - **Courses X National Standards Matrices**
- ❖ Courses X National Standards: ETEP
- ❖ Courses X National Standard Undergraduate Pathways
- ❖ Montessori Crosswalk
 - **Unit & Program Candidate Assessments**
- ❖ Unit X Program Candidate Assessments

	<ul style="list-style-type: none"> ▪ Unit X Program Candidate Assessment: Initial Certification (Includes ETEP, Special Education, Montessori, Early Childhood at LAC & UG Pathways) ▪ Unit X Program Candidate Assessment: Art Education
❖	Assignment Reference Chart <ul style="list-style-type: none"> ▪ Special Education – Teaching Students with Mild to Moderate Disabilities Required Artifacts by Standard ▪ Special Education – Teaching Students with Severe Disabilities Required Artifacts by Standard
❖	Practicum & Internship Forms <ul style="list-style-type: none"> ➤ INTASC Special Education Certification Standards ➤ MACTE Competency Comparison Chart
•	Admission Materials <ul style="list-style-type: none"> ○ Undergraduate & Graduate Admissions Information ○ Program Admission Materials <ul style="list-style-type: none"> ➤ Undergraduate Teacher Certification Pathways ❖ Declaring your Teacher Certification Concentration (revised 7/18/14) ❖ Teacher Certification Pathway Declaration Instructions (Revised 10-22-14) <ul style="list-style-type: none"> ➤ ETEP ❖ Application Guide & Admission Information ❖ ETEP Admissions Interview Questions ❖ Scenario for Question D – Elementary Question ❖ Scenario for Question D – Secondary Question ❖ ETEP Candidate Interview Evaluation Form ❖ ETEP Admissions Application Directions for Tk20 <ul style="list-style-type: none"> ➤ Special Education ❖ Application Information ❖ Admission Requirements ❖ Admission Interview Questions <ul style="list-style-type: none"> ➤ Literacy Education ❖ Admission Information ❖ Admissions Essay Rubric ❖ Practicum Application Form <ul style="list-style-type: none"> ➤ Music Education ❖ Program Admission Information ❖ Audition Interview Questions ❖ Professional Internship Application ❖ Application for Proseminar 5 Internship ❖ Teacher Professionalism & First Impressions ❖ Field Teaching Checklist ❖ Program Standards for Admission to Upper Division ❖ Sophomore Review <ul style="list-style-type: none"> ➤ Educational Leadership ❖ Admission Procedures

❖	Internship Application
➤	School Psychology
❖	Admissions Information
➤	Counselor Education
❖	Admissions Information
❖	Admissions Interview Email to Students
❖	Applicant Rating Form
	Assessment Criteria
❖	Practicum Forms
❖	Internship Forms
➤	Montessori
❖	Admissions Information
❖	Pre-Admission Evaluation
❖	Admissions Application Information # 1
❖	Admissions Application Information # 2
❖	Philosophy & Objectives of Teacher Education Courses
❖	Course Application
○	USM Undergraduate Admission Application Instructions & Deadlines
○	USM Graduate Admissions Applications & Deadlines
• Brochures/Program Sheets	
○	Art Education Program Sheet
○	Counselor Education Program Sheet
○	Department of Mathematics Brochure
○	Educational Leadership Program Sheet
○	ETEP Program Sheet
○	Geography-Anthropology Elementary Education Program Sheet
○	Geography-Anthropology Secondary Education Program Sheet
○	History Department Brochure
○	Literacy Education Program Sheet
○	Montessori Early Childhood Education Program Sheet
○	Music Education Program Sheet
○	School Psychology Brochure
○	Special Education Brochure
○	Teacher Certification Brochure- Undergraduate Pathways
○	Teacher Certification Brochure- Graduate Pathways
• Advising Tools and Documents	
○	Advising Sheets/Graduation Planners
➤	Art Education Advising Sheet
➤	Educational Leadership Curriculum Coordinator Advising Sheet
➤	Educational Leadership School Administration Advising Sheet
➤	Educational Leadership Special Education Administration Advising Sheet
➤	Teacher Education K-8 Pathway with a Major in English
➤	Teacher Education 7-12 with a Major in English

<ul style="list-style-type: none"> ○ MEd in Literacy Education ○ PsyD in School Psychology ○ MS in Special Education ○ MEd in Teaching and Learning – Extended Teacher Education Program (ETEP) ○ MEd in Teaching and Learning – Montessori Early Childhood Teacher Education Program (MECTEP) ○ MEd in TESOL
<ul style="list-style-type: none"> ● Course Schedules/Sequences <ul style="list-style-type: none"> ○ Art Education Course Sequence ○ Biology Major, Secondary Teacher Education Pathway Course Sequence ○ Chemistry Major, Secondary Teacher Education Pathway Course Requirements ○ Counselor Education Three Year Schedule ○ Educational Leadership Three Year Schedule ○ English Major, Elementary Teacher Education Pathway Course Requirements ○ English Major, Secondary Teacher Education Pathway Course Requirements ○ Environmental Sciences Major, Secondary Teacher Education Pathway Course Sequence ○ ETEP Course Sequence ○ Geography Anthropology Major, Elementary Teacher Education Pathway Course Requirements ○ Geography Anthropology Major, Secondary Teacher Education Pathway Course Requirements ○ Geosciences Major, Secondary Teacher Education Pathway Course Requirements ○ History/Social Sciences Major, Elementary Teacher Education Pathway Course Requirements ○ History/Social Sciences Major, Secondary Teacher Education Pathway Course Requirements ○ LAC - K-8 General Elementary Education – Natural & Applied Sciences Course Sequence ○ LAC - Secondary Life Science – Natural & Applied Sciences Course Sequence ○ Literacy Education Course Sequence ○ Mathematics Major, Secondary Teacher Education Pathway Course Requirements ○ Montessori Early Childhood Teacher Education Program Course Requirements ○ Music Education Program Requirements ○ School Psychology Planned Course Offerings ○ Physics Major, Secondary Teacher Education Pathway Course Sequence ○ Special Education Three Year Schedule ○ STEM Elementary & Middle School Teacher Education Course Requirements ○ TESOL Course Requirements
<ul style="list-style-type: none"> ● Course Catalogs <ul style="list-style-type: none"> ○ 2009-2010 Undergraduate Course Catalog ○ 2009-2010 Graduate Course Catalog ○ 2010-2011 Undergraduate Course Catalog ○ 2010-2011 Graduate Course Catalog ○ 2011-2012 Undergraduate Course Catalog

<ul style="list-style-type: none"> ○ 2011-2012 Graduate Course Catalog ○ 2012-2013 Undergraduate Course Catalog ○ 2012-2013 Graduate Course Catalog
<ul style="list-style-type: none"> ● Student Handbooks <ul style="list-style-type: none"> ○ Art Education Student Teaching Handbook ○ Counselor Education Student Handbook ○ Counselor Education Practicum Handbook ○ Counselor Education Internship Handbook ○ Educational Leadership Internship Packets ○ ETEP Internship Handbook ○ Literacy Education ○ Maine Montessori Institute Student Handbook ○ School of Music Student Teaching Handbook ○ School Psychology Program Handbook ○ Special Education Internship Handouts
<ul style="list-style-type: none"> ● Samples of Student Work from Initial Teacher Preparation & Advanced Programs <ul style="list-style-type: none"> ○ AED 221, AED 321 and AED 421 - Art Education Portfolios (6 students) ○ SPY 751 and SPY 759 - School Psychology Dissertations ○ EDU 542 – ETEP Program - Huckins Class Profile ○ EDU 545 – ETEP Program - Huckins Readiness Profile ○ ECE 512 - Montessori Institute Student Research Paper ○ ECE 516 - Montessori Institute Student Work sample – Observational Techniques Paper ○ ECE 522 - Montessori Institute Student Work Sample – Lesson Plan on Gardening ○ ECE 522 - Montessori Institute Student Work Sample – Lesson Plan on Birds ○ ECE 523 - Montessori Institute Student Work Sample – Thai Culture ○ MUE 311 - Music Education Student Work (Research Paper #1 - #3) ○ MUE 598 - Music Education Student Work – Final Paper ○ HCE 606 - Counselor Education Student Work – Guidance Behavior Management Plan ○ HCE 607 - Counselor Education Student Work – Beyond Mediocrity ○ HCE 607 – Counselor Education Student Work – Final Comprehensive School Counseling Program Plan ○ HCE 607 - Counselor Education Student Work – Chickadee Valley Comprehensive Guidance Program ○ HCE 607 - Counselor Education Student Work – My Personal Vision of Professional Effectiveness ○ HCE 609 - Counselor Education Student Work – Appreciating Differences Lesson Plan ○ SED 688 - Special Education Student Work Samples <ul style="list-style-type: none"> ➤ SED 688 – Melissa Adam’s Lesson Series Overview ➤ SED 688 – Melissa Adam’s Lesson Series Rubric ➤ SED 688 – Heidi Lampron’s Lesson Series Phonics Lesson 1 ➤ SED 688 – Heidi Lampron’s Lesson Series Phonics Lesson 2 ➤ SED 688 – Heidi Lampron’s Lesson Series Report ➤ SED 688 – Heidi Lampron’s Lesson Rubrics Rubric

- EDU 634/635 - Student Work #1 – Literacy Education
- EDU 634/635 - Student Work #2 – Literacy Education
- EDU 634/635 - Student Work #3 – Literacy Education
- SEDU 634/635 - Student Work #4 – Literacy Education
- EDU 695 - Student Work #1 – Literacy Education Practicum
- EDU 695 - Student Work #2 – Literacy Education Practicum
- EDU 695 - Student Work #3 – Literacy Education Practicum
- EDU 695 - Student Work #4 – Literacy Education Practicum
- EDU 514 - Student Work #1 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #2 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #3 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #4 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #5 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #6 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #7 (Learning Portfolio) – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #8 – Improving Teaching in the Content Areas Through Literacy
- EDU 514 - Student Work #9 – Improving Teaching in the Content Areas Through Literacy
- EDU 558 - Student Work #1 – Literacy Education
- EDU 558 - Student Work #2 – Literacy Education
- EDU 620 - Student Work #1 (Assessment Paper) – Literacy Education
- EDU 620 - Student Work #2 (Assessment Paper) – Literacy Education
- EDU 620 - Student Work #3 (Synthesis Paper) – Literacy Education
- EDU 620 - Student Work #4 (Synthesis Paper) – Literacy Education
- EDU 607 - Student Work #1 (Research Paper) – Literacy Education
- EDU 607 - Student Work #2 (Research Paper) – Literacy Education
- EDU 607 - Student Work #3 (Research Paper) – Literacy Education
- EDU 634 - Student Work #1 – Literacy Education
- EDU 634 - Student Work #2 – Literacy Education
- EDU 634 - Student Work #3 – Literacy Education
- EDU 635 - Student Work – Literacy Education
- EDU 626 - Student Work #1 - The Writing Process
- EDU 626 - Student Work #2 - The Writing Process
- EDU 626 - Student Work #2 - The Writing Process
- EDU 541/566 - Student Work (Lesson Plan #1)
- EDU 466/566 - Student Work (Early Lesson Planning Guide)
- EDU 566 - Student Work (Practicum #1)
- EDU 566 - Student Work (Practicum #4)
- LAE 480 - LAC Student Work – Portfolio Seminar
- LAE 480 - LAC Student Work – Portfolio Seminar
- EDU 559 – Student Work #1 - My English Language Learning Journey – Literacy Education
- EDU 559 – Student Work #2 - Parental Attitudes, Social Context & Bilingualism
- EDU 562 – Student Work #1 - What is Culture? – Literacy Education
- EDU 562 – Student Work #2 - Philosophy of Teaching English to Multicultural Learners –

<p>Literacy Education</p> <ul style="list-style-type: none"> ○ EDU 677 – Educational Leadership – Student Work ○ EDU 685 – Educational Leadership – Student Work # 1 ○ EDU 685 – Educational Leadership – Student Work # 2 ○ EDU 685 – Educational Leadership – Student Work # 3 ○ EDU 686 – Educational Leadership – Student Work (Final Paper) ○ EDU 600 – Educational Leadership – Student Work # 1 (Rubric) ○ EDU 600 – Educational Leadership – Student Work # 2 (Quantitative Critique) ○ EDU 600 – Educational Leadership – Student Work # 3 (Quantitative Critique) ○ EDU 600 – Educational Leadership – Student Work # 4 (Rubric) ○ EDU 600 – Educational Leadership – Student Work # 5 (Rubric) ○ EDU 600 – Educational Leadership – Student Work # 6 ○ EDU 605 – Educational Leadership – Student Work # 1 (Selected Response Evaluation) ○ EDU 605 – Educational Leadership – Student Work # 2 (Selected Response Evaluation Rubric) ○ EDU 605 – Educational Leadership – Student Work # 3 (Rubric) ○ EDU 605 – Educational Leadership – Student Work # 4 ○ School Counseling Portfolio <ul style="list-style-type: none"> ➤ Beyond Mediocrity ➤ Career & Climate Green Handout ➤ Climate & Career Newsletter ➤ Final Comprehensive School Counseling Program Plan ➤ Guidance Behavior Management Plan ➤ Trisha Cherry School Counselor Brochure
<ul style="list-style-type: none"> ● Candidate Progress <ul style="list-style-type: none"> ○ Undergraduate Teacher Certification Pathway Candidacy Application ○ Recommendation for Certification Application ○ Recommendation for Certification (Verification by Certification Officer)
<ul style="list-style-type: none"> ● USM Course Evaluation Forms <ul style="list-style-type: none"> ○ SIR II Course Evaluation ○ Electronic Course Evaluation ○ Survey Monkey Course Evaluation ○ Montessori Student Feedback Form
<ul style="list-style-type: none"> ● Courses X National Standards Matrices <ul style="list-style-type: none"> ○ Courses X National Standard Educational Leadership ○ Courses X National Standards: ETEP ○ Courses X National Standards: Literacy Education ○ Courses X National Standards: PsyD ○ Courses X National Standard Undergraduate Pathways ○ Montessori Crosswalk ○ Special Education Courses X InTASC Standards ○ Course Content SBS Major X Standards

<ul style="list-style-type: none"> ○ Examples of Processes to Infuse InTASC Standards into Course Blueprints & Syllabi
<ul style="list-style-type: none"> ● Documentation of National Accreditations within Unit <ul style="list-style-type: none"> ○ Art Education ○ Counselor Education ○ Montessori Early Childhood Teacher Education ○ Music Education ○ Self-Study for Initial Teacher Certification Related to Standard 1 (7/29/14)
<ul style="list-style-type: none"> ● Transition Points <ul style="list-style-type: none"> ○ Art Education Tk20 Transition Points ○ Counselor Education Tk20 Transition Points ○ ETEP Tk20 Transition Points ○ Educational Leadership Tk20 Transition Points ○ Literacy Education Tk20 Transition Points ○ Music Education Tk20 Transition Points ○ PsyD Tk20 Transition Points ○ Special Education Tk20 Transition Points ○ Undergraduate Pathways Tk20 Transition Points
<ul style="list-style-type: none"> ● Unit and Program Candidate Assessments <ul style="list-style-type: none"> ○ Unit X Program Candidate Assessments <ul style="list-style-type: none"> ➤ Unit X Program Candidate Assessment: Initial Certification ➤ Unit X Program Candidate Assessment: Counselor Education ➤ Unit X Program Candidate Assessment: School Psychology ➤ Unit X Program Candidate Assessment: Art Education ➤ Unit X Program Candidate Assessment: Literacy Education ➤ Montessori Competencies ➤ Special Education Certification Standards ○ Practicum Performance Criteria <ul style="list-style-type: none"> ➤ Counselor Education Practicum Performance Criteria ○ Assignment Reference Chart <ul style="list-style-type: none"> ➤ Special Education – Teaching Students with Mild to Moderate Disabilities Required Artifacts by Standard ➤ Special Education – Teaching Students with Severe Disabilities Required Artifacts by Standard ○ Practicum and Internship Forms <ul style="list-style-type: none"> ➤ Special Education ❖ SED 688 Internship Requirements for 282 Certification ❖ SED 695 Internship Requirements for 286 Certification ❖ Special Education – Lesson Series Guide Special Education – Lesson Template for 282 ❖ Special Education – Lesson Template for 286 <ul style="list-style-type: none"> ➤ Counselor Education ❖ Practicum Forms

- ❖ Internship Forms
 - School Psychology
- ❖ Internship Form
 - Internship Application
 - Internship Experience Contract
 - Internship Memorandum of Understanding
 - Internship Hours Verification Form
 - Internship Supervisor Evaluation Form
 - Internship Site Visit Documentation Form
- ❖ Practicum Forms
 - Application for Practicum I
 - Application for Practicum 2
 - Practicum Contract
 - Practicum Memorandum of Understanding
 - Practicum Hours Verification Form
 - Practicum I Evaluation Form
 - Practicum 2 Evaluation Form
 - Music Education
- ❖ Professional Internship Application
- ❖ Internship Hosting Agreement
- ❖ Evaluation of Intern Form
- ❖ Evaluation of Coordinator Form
- ❖ Evaluation of Host Teacher Form
- ❖ Observer Form
 - Montessori
- ❖ Practicum School Checklist
- ❖ Practicum School Agreement
- ❖ Practicum School Contract
- ❖ Field Consultant Information Form
- ❖ Supervising Teacher Information Form
- ❖ Practicum Entry Model Form
- ❖ Practicum Guidelines
- ❖ Monthly Self-Observation/Intern Progress Report
- ❖ Practicum Hours Record Sheet
- ❖ Field Consultant Evaluation Form
- ❖ Supervising Teacher's Observation Form
- ❖ Practicum Required Academic Observation Reports
- ❖ Practicum Observation Form 1 Cover Sheet
- ❖ Practicum Observation Form 1
- ❖ Practicum Observation Form 2 Cover Sheet
- ❖ Practicum Observation Form 2
- ❖ Practicum Observation Form 3
- ❖ Practicum Observation Form 4
- ❖ Practicum Observation Form 5

- ❖ Practicum Observation Form 6
- ❖ Teacher's Code of Ethics
 - ❖ Classroom Observation Record – USM Teaching Standards
 - Educational Leadership
- ❖ Internship in Principalship
- ❖ Internship in Special Education Administration
- ❖ Internship in Superintendency
- ❖ Internship in Curriculum Administration
 - Literacy Education
- ❖ Practicum Application Form
- Teaching Standards Rubric, 2014-2015

- **Curriculum Committee**

- **Curriculum Committee Meeting Schedule & Guidelines**
 - Meeting Schedule & Guidelines 2009-2010
 - Meeting Schedule & Guidelines 2010-2011
 - Meeting Schedule & Guidelines 2011-2012
 - Meeting Schedule & Guidelines 2012-2013
 - Meeting Schedule & Guidelines 2013-2014
 - Meeting Schedule & Guidelines 2014-2015
- **Curriculum Action Summary**
 - Curriculum Action Summary for 2009-2010
 - Curriculum Action Summary for 2010-2011
 - Curriculum Action Summary for 2011-2012
 - Curriculum Action Summary for 2012-2013
 - Curriculum Action Summary for 2013-2014
- **2009 – 2010 Curriculum Committee Agenda and Meeting Minutes**
 - Agenda 9/14/09
 - Meeting Minutes 9/14/09
 - Agenda 11/2/09
 - Meeting Minutes 11/2/09
 - Agenda 12/7/09
 - Meeting Minutes 12/7/09
 - Agenda 2/1/10
 - Meeting Minutes 2/1/10
 - Agenda 3/3/10
 - Meeting Minutes 3/3/10
 - Agenda 4/5/10
 - Meeting Minutes 4/5/10
 - Agenda 5/3/10
 - Meeting Minutes 5/3/10
- **2010 – 2011 Curriculum Committee Agenda and Meeting Minutes**
 - Agenda 9/13/10

- Meeting Minutes 9/13/10
- Agenda 10/4/10
- Meeting Minutes 10/4/10
- Agenda 11/1/10
- Meeting Minutes 11/1/10
- Agenda 12/6/10
- Meeting Minutes 12/6/10
- Agenda 1/24/11
- Meeting Minutes 1/24/11
- Agenda 2/7/11
- Meeting Minutes 2/7/11
- Agenda 3/7/11
- Meeting Minutes 3/7/11
- Agenda 4/4/11
- Meeting Minutes 4/4/11
- Agenda 5/2/11
- Meeting Minutes 5/2/11

- **2011 – 2012 Curriculum Committee Agenda and Meeting Minutes**
 - Agenda 9/2/11
 - Meeting Minutes 9/2/11
 - Agenda 10/3/11
 - Meeting Minutes 10/3/11
 - Agenda 11/7/11
 - Meeting Minutes 11/7/11
 - Agenda 12/5/11
 - Meeting Minutes 12/5/11
 - Agenda 1/23/12
 - Meeting Minutes 1/23/12
 - Agenda 2/6/12
 - Meeting Minutes 2/6/12
 - Agenda 3/5/12
 - Meeting Minutes 3/5/12
 - Agenda 4/2/12
 - Meeting Minutes 4/2/12
 - Meeting Minutes 5/7/12

- **2012 – 2013 Curriculum Committee Agenda and Meeting Minutes**
 - Agenda 9/10/12
 - Meeting Minutes 9/10/12
 - Agenda 10/1/12
 - Meeting Minutes 10/1/12
 - Agenda 11/5/12
 - Meeting Minutes 11/5/12

- Agenda 12/3/12
- Meeting Minutes 12/3/12
- Agenda 1/22/13
- Meeting Minutes 1/22/13
- Agenda 2/4/13
- Meeting Minutes 2/4/13
- Agenda 3/4/13
- Meeting Minutes 3/4/13
- Agenda 5/6/13
- Meeting Minutes 5/6/13
- **2013 – 2014 Curriculum Committee Agenda and Meeting Minutes**
 - Agenda 9/9/13
 - Meeting Minutes 9/9/13
 - Agenda 10/7/13
 - Meeting Minutes 10/7/13
 - Agenda 11/4/13
 - Meeting Minutes 11/4/13
 - Agenda 12/2/13
 - Meeting Minutes 12/2/13
 - Agenda 1/21/14
 - Meeting Minutes 1/21/14
 - Agenda 2/3/14
 - Meeting Minutes 2/3/14
 - Agenda 3/3/14
 - Meeting Minutes 3/3/14
 - Agenda 4/7/14
 - Meeting Minutes 4/7/14
 - Agenda 5/5/14
 - Meeting Minutes 5/5/14
- **2014 – 2015 Curriculum Committee Agenda and Meeting Minutes**
 - Agenda 9/15/14
 - Meeting Minutes 9/15/14
 - Curriculum Committee Meeting 10/6/14
- **Curriculum Committee Annual Report**
 - 2010-2011 Annual Report
 - 2011-2012 Annual Report
 - 2012-2013 Annual Report
- **Curriculum Proposals**
 - 5/5/14 - EDU 452 & 552 Teaching Science K-8
 - 5/5/14 - EDU 404 Teaching Social Studies in Grades 7-12

- 5/5/14 - EDU 451 & 551 Teaching Social Studies K-8
- 5/5/14 - EDU 410 & EDU 501 Teaching Science in Grades 7-12
- 4-7-14 – SPY 629 ABA & Developmental Disabilities
- 4/7/14 – MEd literacy ESL Concentration
- 3/3/14 – ECE 510 Montessori & Students with Exceptionalities
- 3/3/14 – EDU 688 Action Research
- 3/3/14 – MS Special Education Pre-Service (Revised)
- 3/3/14 – SED 420 Multi-Tiered Systems of Educational Support
- 1/21/14 – MEd Applied Literacy ESL Concentration
- 1/21/14 – MEd Applied Literacy
- 1/21/14 – MEd TESOL Revision #1
- 1/21/14 – MEd TESOL Revision #2
- 12/2/13 – EDU 623 TESOL Practicum
- 11/1/13 – Gifted and Talented
- 11/4/13 – HCE 668 Human Development
- 10/7/13 – EDU 6XX Research in Education Proposal
- 10/7/13 EDU 6XX Research in Education
- May 2013 ADS Name Change
- 1/22/13 – SED 539 Early Childhood Youth Who Are Exceptional
- 3/4/13 – PSY D Proposal
- 3/4/13 HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
- 3/4/13 – SPY 601 Behavioral Principles of Learning
- 3/4/13 – SPY 602 Clinical Research Methods
- 3/4/13 – SPY 604 Functional Behavioral Assessment
- 3/4/14 – SPY 606 Behavior Therapy
- 3/4/13 SPY 607 Consultation in School Psychology
- 3/4/13 – SPY 605 Applied Behavior Analysis
- 3/4/13 – Seminar II: Supporting Diverse Learners through Equitable Teaching and Assessment
- 3/4/13 – Seminar III: Supporting Diverse Learners through Equitable Teaching and Assessment
- 1/22/13 – EDU 310 What is the Purpose of Schooling in a Democracy?
- 1/22/13 – EDU 544 Applied Pedagogy
- 1/22/13 - EDU 613 Professional Internship in Secondary Education
- 1/22/13 - EDU 644 Professional Internship in Elementary Education
- EDU 639 Literacy Practicum (Revised)
- EDU 639 Literacy Practicum
- MEd TESOL
- Special Education TAS and G&T Concentrations
- 11/5/12 - Arts Ed Proposal
- EDU 100 – Exploring Teaching as a Profession
- EDU 305 Foundations of Cultural & Linguistic Diversity
- April 2012 – HCE 686 Internship in Counselor Education

	<ul style="list-style-type: none"> ➤ 4/2/12 – SED 420 Multi-Tiered Systems Support in Education ➤ ECE 5XX – Montessori Principles & Philosophy ➤ 2/6/12 – Teaching Children with Mild to Severe Disabilities ➤ Feb. 2012 – SED 335 Students with Exceptionalities in General Education ➤ Feb. 2012 – SED 540 Learners who are Exceptional in General Education ➤ 2/6/12 SED 693 Transitions Among Agency, School & Community ➤ 2/6/12 – SED 695 Internship in Teaching Students with Severe Disabilities ➤ Jan. 2012 - HRD 200 Multicultural Human Development ➤ 11/7/11 – EDU 559 Aspects of Reading for Multilingual Learners ➤ ECE 5XX – Montessori Early Childhood Teacher Education – Assessment & Observation ➤ ECE 5XX – Child Development, Family & Community in an Early Childhood Montessori Classroom ➤ ECE 5XX – Classroom Leadership & Environmental Design in an Early Childhood Montessori Classroom ➤ ECE 5XX – Early Childhood Internship in a Montessori Classroom ➤ ECE 5XX – Language Arts in the Montessori Early Childhood Classroom ➤ ECE 5XX – Mathematics in an Early Childhood Montessori Classroom ➤ ECE 5XX – Montessori Overview ➤ ECE 5XX – Practical Life & Daily Living in an Early Childhood Montessori Classroom ➤ ECE 5XX – Early Childhood Practicum in a Montessori Classroom ➤ ECE 5XX – Science in the Early Childhood Montessori Classroom ➤ ECE 5XX – Sensorial in the Early Childhood Montessori Classroom ➤ ECE 5XX – Social Studies in an Early Childhood Montessori Classroom ➤ EDU 643 – Inquiry in Education
<ul style="list-style-type: none"> ○ ○ ○ ○ ○ 	<p>Initial Teacher Certification Electronic Portfolio Examples</p> <ul style="list-style-type: none"> ➤ Directions for TEAC Team Tk20 Log in ➤ Student Work to View in Tk20 <p>USM Enrollment Head Counts for Past Five Years</p> <p>Provost’s Guidelines for Syllabus Development</p> <p>SEHD Blueprint Guidelines and Example</p> <p>Headcount Trends for Five Years by Unit and Major</p>
Standard 2: Assessment System and Unit Evaluation	
<ul style="list-style-type: none"> • • • ○ ○ ➤ ➤ ➤ 	<p>Unit Comprehensive Assessment Plan</p> <p>TEAC Inquiry Brief Appendix D</p> <p>Program and Pathway Assessment Tools</p> <ul style="list-style-type: none"> ○ Counselor Education Comprehensive Assessment Plan ○ Counselor Education Assessment Tools <ul style="list-style-type: none"> ➤ Scoring Hanna Rubric ➤ Scoring Rubric for CD Project Reflections ➤ Scoring Rubric for HCE 500 Ethics Paper

- Scoring Rubric for HCE 604 Career Assessment Assignment
 - Scoring Rubric for HCE 604 Career Development Projects
 - Scoring Rubric for HCE 607 Guidance Curriculum
 - Scoring Rubric for HCE 607 Personal Vision of Professional Effectiveness
 - Scoring Rubric for HCE 607 School Guidance Programs & Services
 - Scoring Rubric for Portfolio
 - Practicum Candidacy Rating Scale
 - ETEP Instructional Rubric
 - ETEP Unit Rubric (2009-2013)
 - ETEP and TEAMS Completer Update Form
 - Montessori Classroom Observation – USM Standards
 - Literacy Education Assessment Tools
 - Admissions Essay Rubric
 - Exam Rubric
 - USM Maine State Initial Teaching Standards Rubric
 - School Psychology Assessment Tools
 - Scoring Rubric for Psy.D. Comprehensive Exam Questions
 - Practicum Evaluation Form
 - Special Education Lesson Series Rubric
 - EDU 541 Class Profile Product Descriptor
 - Class Learning Profile Rubric
 - EDU 542 Class Profile Rubric
 - EDU 542 Class Learning Profile
- **Unit Assessment and Data Collection Tools**
 - TEAC Entry Survey
 - TEAC Exit Survey
 - TEAC Three Year Follow-Up Survey
 - Principal's Survey
- **Unit X Program Candidate Assessment Matrices**
 - Unit X Program Candidate Assessment: Initial Certification
 - Unit X Program Candidate Assessment: Counselor Education
 - Unit X Program Candidate Assessment: School Psychology
 - Unit X Program Candidate Assessment: Art Education
 - Unit X Program Candidate Assessment: Literacy Education
- **Undergraduate Pathways Tools**
 - Undergraduate Pathways Declaration Essay & Rubric
 - Undergraduate Teacher Preparation at USM (8-7-14)
 - Undergraduate Teacher Education Overview (10-11-13)
 - Undergraduate pathways Candidacy Evidence & Process (4-9-14)
 - Undergraduate Pathways Students Candidacy Evidence & Process (4-10-14)
 - Declaring your Teacher Certification Concentration Directions (7-18-14)

- **Course Evaluation Summaries**
 - Special Education
- **Course Evaluations – Tools and Resources**
 - Electronic Course Evaluations
 - “green” Course Evaluation Items
 - SIR II Course Evaluation Form
- **List of Key Assessments**

Standard 3: Field Experiences and Clinical Practice

- **District Diversity Data from ME DOE**
 - % Free and Reduced Lunch
 - Dropout Rates by Ethnicity
 - ELL Languages Spoken
 - % Limited English Proficiency
 - Graduates by Race Ethnicity
 - Students with Disabilities by Exceptionalities
 - Students with Disabilities by Setting
- **Field Experience Handbooks**
 - Art Education Student Teaching Handbook
 - Counselor Education Practicum Handbook
 - Counselor Education Internship Handbook
 - Educational Leadership
 - EDU 685 – Internship in Principalship (2014-2015) Internship Packet
 - EDU 686 – Internship in Special Education Administration (2014-2015) Internship Packet
 - EDU 687 – Internship in Superintendency (2014-2015) Internship Packet
 - EDU 688 – Internship in Curriculum Administration (2014-2015) Internship Packet
 - ETEP Internship Handbook
 - Literacy Education
 - School of Music Student Teaching Handbook
 - Special Education
 - Entry Conference Agenda
 - Entry Conference Agenda (Ed Tech & Teacher Placement only)
 - Evidence Artifacts 282
 - Evidence Artifacts 286
 - Internship Requirement Status Form SED 688 for 282
 - Internship Requirement Status Form SED 695 for 286
 - Internship Requirements for 282 Certification
 - Internship Requirements for 286 Certification

- Lesson Series Guide
- Lesson Template 282
- Lesson Template 286
- Teaching Log
- INTASC Standards
- INTASC Special Education Rubric

- **Field Experience Coordination Tools**

- Field Placement Overview & Process
- Teacher Certification Internship Placement Process (9-30-14)
- Three Levels of Field Experiences – Counselor Education
- ETEP Internship Overview
- Internship Supervisor Evaluation Form
- Criteria for Mentor Teachers
- Criteria for TED Supervisors
- ETEP Entry Application

- **Field Experience Placement Sites**

- Counselor Education Placement Sites
- Spring 2014 School Field Placements
- Fall 2013 School Field Placements
- Spring 2013 School Field Placements
- Fall 2012 School Field Placements

- **Pre-Internship Field Placement Process**

- **Practicum and Internship Forms**

- Special Education
 - SED 688 Internship Requirements for 282 Certification
 - SED 695 Internship Requirements for 286 Certification
 - Special Education – Lesson Series Guide
 - Special Education – Lesson Template for 282
 - Special Education – Lesson Template for 286
- Counselor Education
 - Practicum Forms
 - Internship Forms
- School Psychology
 - Internship Form

- ❖ Internship Application
- ❖ Internship Experience Contract
- ❖ Internship Memorandum of Understanding
- ❖ Internship Hours Verification Form
- ❖ Internship Supervisor Evaluation Form
- ❖ Internship Site Visit Documentation Form

- Practicum Forms
- ❖ Application for Practicum I
- ❖ Application for Practicum 2
- ❖ Practicum Contract
- ❖ Practicum Memorandum of Understanding
- ❖ Practicum Hours Verification Form
- ❖ Practicum I Evaluation Form
- ❖ Practicum 2 Evaluation Form
 - Music Education
 - Professional Internship Application
 - Internship Hosting Agreement
 - Evaluation of Intern Form
 - Evaluation of Coordinator Form
 - Evaluation of Host Teacher Form
 - Observer Form
 - Montessori
 - Practicum School Checklist
 - Practicum School Agreement
 - Practicum School Contract
 - Field Consultant Information Form
 - Supervising Teacher Information Form
 - Practicum Entry Model Form
 - Practicum Guidelines
 - Monthly Self-Observation/Intern Progress Report
 - Practicum Hours Record Sheet
 - Field Consultant Evaluation Form
 - Supervising Teacher's Observation Form
 - Practicum Required Academic Observation Reports
 - Practicum Observation Form 1 Cover Sheet
 - Practicum Observation Form 1
 - Practicum Observation Form 2 Cover Sheet
 - Practicum Observation Form 2
 - Practicum Observation Form 3
 - Practicum Observation Form 4
 - Practicum Observation Form 5
 - Practicum Observation Form 6
 - Teacher's Code of Ethics
 - Classroom Observation Record – USM Teaching Standards
 - Educational Leadership
 - Internship in Principalship
 - Internship in Special Education Administration
 - Internship in Superintendency
 - Internship in Curriculum Administration
 - Literacy Education

➤ Practicum Application Form

- Literacy Education
- Teacher Certification Internship Application in Tk20
- Meetings, Workshops & Training Sessions for Mentor Teachers & Internship Supervisors
 - Materials for Supervisors
 - Entry Goal Setting Conference
 - Internship Goals
 - Sample Fall Goals – Gr. 3
 - Sample Fall Goals – HS
 - Mid-Placement Conference & Standards Review
 - EOP Conference Protocol
 - EOP Review Documentation
 - Observation Form
 - TED Internship Handbook
 - Mentor Teacher Meeting Materials
 - Mentor Meeting Agenda
 - USM Initial Certification Standards Rubric 5-20-14
 - Classroom Observation Teaching Elements
 - Classroom Observation – USM Standards 2014
 - Standard 1 -Bourget
 - Standard 2 - Bourget
 - Standard 9 – Bourget
 - Internship
 - Spring 1 Gradual Release of Responsibility
 - Fall Gradual Release of Responsibility
 - Mentor Teacher Responsibilities
 - ETEP 9 and 13 Month Options
- Field Placement & Internship, materials from TEAC Appendix D
 - OEP Three Levels of Field Placements
 - Pre-Internship Field Placement Process
 - Teacher Certification Internship Placement Process
 - Student Handbooks
 - Practicum & Internship Forms
- Courses with Field Experiences
- Internship/Supervision Evaluation Survey
- Items on Exit Survey that ask Completers to Evaluate Internship Courses
- Three-year Follow Up Survey with Internship Evaluation Items

Standard 4: Diversity

- District Diversity Data from ME DOE

- % Free and Reduced Lunch
- Dropout Rates by Ethnicity
- ELL Languages Spoken
- % Limited English Proficiency
- Graduates by Race Ethnicity
- Students with Disabilities by Exceptionalities
- Students with Disabilities by Setting
- **USM Diversity Reports**
 - Diversity Matrix
 - Diversity Efforts – Wessler
 - Diversity Assessment Report – Lee
- **Diversity Requirements**
- **Diversity Fair at Lewiston-Auburn College**

Standard 5: Faculty Qualifications, Performance and Professional Development

- **Faculty Vitae**
 - Adam Tuchinsky
 - Adele Baruch
 - Alec Lapidus
 - Andrea Stairs-Davenport
 - Anita McCafferty
 - Bette Katsekas
 - Blake Whitaker
 - Bob Kuech
 - Cathie Fallona
 - Cathy Martin
 - Charlie Bernacchio
 - Charlie Fitts
 - Christy Hammer
 - David Champlin
 - Denise Enrico
 - Firooza Pavri
 - Flynn Ross
 - Glenn Cummings
 - Jean Whitney
 - Jeff Beaudry
 - Jim Curry
 - Jody Capelluti
 - Julie Alexandrin's Vitae
 - Julie Caniff
 - Kelly Hrenko
 - Kelly McCormick

- Libby Bischof
- Lisa Walker
- Lucille Benedict
- Lydia Savage
- Mario De La Garza
- Mark Steege
- Melissa Rosenberg
- Michelle Kaschub
- Michelle Vogel
- Pat Red
- Paul Caron
- Rachel Brown
- Sara Needleman
- Sue Jones
- Theresa Theodose
- Walter Kimball

- 2014-2015 Faculty Handbook
- LAC Faculty & Staff Handbook
- Mentor Teacher Qualifications
- Supervisor Qualifications

- Meetings, Workshops & Training Sessions for Mentor Teachers & Internship Supervisors
 - Materials for Supervisors
 - Entry Goal Setting Conference
 - Internship Goals
 - Sample Fall Goals – Gr. 3
 - Sample Fall Goals – HS
 - Mid-Placement Conference & Standards Review
 - EOP Conference Protocol
 - EOP Review Documentation
 - Observation Form
 - TED Internship Handbook
 - Mentor Teacher Meeting Materials
 - Mentor Meeting Agenda
 - USM Initial Certification Standards Rubric 5-20-14
 - Classroom Observation Teaching Elements
 - Classroom Observation – USM Standards 2014
 - Standard 1 -Bourget
 - Standard 2 - Bourget
 - Standard 9 – Bourget
 - Internship
 - Spring 1 Gradual Release of Responsibility
 - Fall Gradual Release of Responsibility

- Mentor Teacher Responsibilities
- ETEP 9 and 13 Month Options
- Faculty/Staff Directory
- Salary, Tenure and Promotion Policies
 - USM Tenure and Promotion Criteria
 - Unit Level Criteria for Faculty Promotion & Tenure
 - Faculty Tenure Policy Guidelines
 - Faculty Salary Payment Schedule
- Faculty Publications
 - Newcomers Entering Teaching: The Possibilities of a Culturally & Linguistically Diverse Teaching Force (Flynn Ross)
 - Changing the Field: Graduates of Fellowships & Cohort Programs Move into Leadership Positions (Flynn Ross)
 - Creating Flexibility in Teacher Certification Policy to Ensure Quality and Equity (Flynn Ross)
 - Sara Needleman's Publications
 - Does National Accreditation Foster Teacher Professionalism? (Catherine Fallona)
 - Maine's Improving Schools (Catherine Fallona)
 - Mario De La Garza's Dissertation
 - Learning from Getting it Wrong (Julie Caniff & Catherine Fallona)
 - Nurturing a Moral Stance in Teacher Education (Julie Caniff & Catherine Fallona)
 - A Cultural Memoir of Schooling: Connecting History & Critical Reflection to the Development of Culturally Responsive Educators (Julie Caniff)
 - The Savvy Principal (Jody Capelutti)
 - Advisory in Urban High Schools: A Study of Expanded Teacher Roles Book Review (Andrea Stairs)
 - Becoming a Professional Educator in an Urban School-University (Andrea Stairs)
 - Culturally Responsive Teaching: The Harlem Renaissance in an Urban English Class (Andrea Stairs)
 - The Learning and Practice of Preservice Teachers in an Urban School-University Partnership: The Struggle to Enact Culturally Responsive Pedagogy (Andrea Stairs)
 - Science Bowl Academic Competitions and Perceived Benefits of Engaging Students Outside the Classroom (Robert Kuech)
 - Best Practices in Conducting Functional Behavioral Assessments (Mark Steege)
 - The Effects of Presenting Delays Before and After Task Completion on Self-Control Responding in Children with Behavior Disorders (Mark Steege)
 - The Power of Independent, Self-Selected Reading in the Middle Grades (Andrea Stairs)
 - Functional Behavioral Assessment; The Cornerstone of Effective Problem Solving (Mark Steege)
 - Building Relationships, Sharing Resources and Opening Opportunities a STEM Learning Community Builds Social Capital for Students with Disabilities (Jean Whitney)
 - Responsive Assessment & Instruction Practices (Rachel Brown, Mark Steege,

Rebekah Bickford

- Evidence-based Practices in Mentoring Students with Disabilities: Four Case Studies (Jean Whitney)
 - Conducting School-Based Functional Behavioral Assessments (Mark Steege)
 - Everything You Always Wanted to Know about the Conceptual Foundations of Functional Behavioral Assessments...but Were Afraid to Ask (Mark Steege)
 - Designing a Professional Development School Program for Non-Traditional Students (Paul Caron)
 - State Policy & Guidance for Identifying Learning Disabilities in Culturally & Linguistically Diverse Students (Rachel Brown)
 - Specific Learning Disability & Response to Intervention: State-Level Guidance (Rachel Brown)
 - Best Practices in Evaluating Interventions (Rachel Brown-Chidsey, Mark Steege)
 - Best Practices in Evaluating the Effectiveness of Interventions Using Single Case Methods (Rachel Brown, Mark Steege, Rebekah Bickford)
 - Tier 2 Reading Interventions: Comparison of Reading Mastery & Foundations Double Dose (Rachel Brown-Chidsey)
 - Addressing Both Language Acquisition and Literacy in the Classroom (Andrea Stairs)
 - Urban Immersion (Andrea Stairs)
 - Inclusion or Intrusion – Reculturing Schools for Collaborative ESL Instruction (Andrea Stairs)
 - Special Education Grant Application – Transforming Teaching through Collaborative Teacher Education
 - ESL Teachers/ESL Students: Looking at Autoethnography through the Lens of Personetics (Alec Lapidus)
 - English in a Non-Place: Supermodernity and ESL Pedagogy (Alec Lapidus)
 - No Special Equipment Needed (Walter Kimball)
 - Implementation of a Proficiency-Based Diploma System in Maine: Phase II – District Level Analysis – January 2014 (Anita McCafferty)
 - Maine’s Implementation of a Proficiency-Based Diploma System: Phase II – School District Level – April 2014 (Anita McCafferty)
 - Maine Montessori Institute
- Faculty Resources
 - AFUM Contract
 - Curriculum Process
 - Faculty Research Grants for Research, Scholarship & Creativity
 - Distinguished Professor
 - Emeritus/Emerita Guidelines
 - Faculty Senate
 - Intent to Plan Guidelines
 - Libra Professorship Guidelines
 - PAFTA Contract
 - Peer Institutions

- Research Administration Report
- Russell Scholar Chair
- Sabbatical Guidelines
- Leave Request Form
- State Authorization
- Student Complaint Information
- Trustee Professorship
- Provost Research Fellowship
- USM Independent Studies Compensation
- Standards for Teaching, Scholarship, Reappointment, Promotion & Tenure
- Centers and Partnerships
 - Center for Educational Policy, Applied Research & Evaluation (CEPARE)
 - Center for Study of Lives
 - English for Speakers of Other Languages
 - Equity & Excellence in Maine Schools
 - Professional Development Center
 - Southern Maine Partnership
 - Southern Maine Writing Project
 - Southern Maine's Area Resource Team (SMART) for Schools
 - Upward Bound
- Faculty Professional Development Opportunities
 - Community Service Learning
 - Convocation
 - Department-College-School Level Committees
 - Faculty Senate & Committees
 - Faculty Senate Research Award
 - Honors Program
 - Maine Watersheds Project
 - Office of Research Integrity & Outreach
 - Office of Sponsored Programs
 - Research Council
 - Russell Scholars Program
 - School or College Development Support
 - Technology Assistant Program
 - University Wide Committees
 - Women & Gender Studies Program
- Sabbaticals & Other Leaves
- Course Evaluation Items X Course Delivery Standards
- Faculty Technology Grants
- Office of Institutional Research

- Faculty Parity Data
- Faculty Searches
- Response to Questions about Part-time Faculty

Standard 6: Unit Governance and Resources

- **Standard 6 Evidence**
 - Professional Education Council
 - PEC Meeting Materials
 - ❖ Meeting Materials 10/17/14
 - PEC Meeting Agenda 10/17/14
 - PEC Meeting Minutes 10/17/14
 - ❖ Meeting Materials 9/19/14
 - PEC Meeting Agenda 9/19/14
 - PEC Meeting Minutes 9/19/14
 - Institutional Report, 2014, Executive Summary
 - Site Visit Interview Roster Draft, 9/19/14
 - ❖ Meeting Materials 5/16/14
 - PEC Meeting Agenda 5/16/14
 - PEC Meeting Minutes 5/16/14
 - Educator Preparation Institutional Report Summary for SEHD Advisory Board 5/2/14
 - ❖ PEC Meeting for April, 2014 cancelled
 - ❖ Meeting Materials 3/21/14
 - PEC Meeting Agenda 3/21/14
 - PEC Meeting Minutes 3/21/14
 - Common Rubric Elements for Discussion 3/21/14
 - ❖ Meeting Materials 2/14/14
 - PEC Meeting Agenda 2/14/14
 - PEC Meeting Minutes 2/14/14
 - Common Rubric Elements for Discussion
 - Entry Survey
 - Exit Survey
 - Three Year Follow Up Survey
 - Principal's Survey
 - Employment Snap Shot Form
 - ❖ Meeting materials 11/15/13
 - PEC Meeting Agenda 11/15/13
 - PEC Meeting Minutes 11/15/13
 - TEAC Inquiry Brief 11/11/13 Draft
 - TEAC Inquiry Brief, Executive Summary
 - Draft Initial Teacher Certification Rubric
 - New Physics Pathway
 - New Environmental Sciences Pathway
 - 2009 Initial Teacher Education Programs: TEAC and Unit
 - ❖ Meeting Materials for 9/20/13

- PEC Meeting Agenda 9/20/13
- PEC Meeting Minutes 9/20/13
- Initial Teacher Certification Rubric Drafts
 - ✚ USM Initial Certification Standards Rubric (Revised 6/26/13)
 - ✚ ETEP/TEAMS Initial Certification Standards Rubric 8-17-13
 - ✚ Special Education InTASC Standards and Power Performances 9/10/13
 - Draft Policy on Data and Certification Recommendation
 - USM Professional Education Unit Program Approval Work Plan 9/20/13
- ❖ Meeting Materials 5/17/13
 - PEC Meeting Agenda 5/17/13
 - PEC Meeting Minutes 5/17/13
 - Assessment Document Draft 5/13/13
 - Conceptual Framework Draft (Revised May 2013)
 - Governance Draft for 5/17/13 Vote
 - New Praxis I Announcement from ETS
- ❖ Meeting Materials 4/19/13
 - PEC Meeting Agenda 4/19/13
 - PEC Meeting Minutes 4/19/13
 - Link to LS 1330
 - Link to LD 1361
- ❖ Meeting Materials 3/15/13
 - PEC Meeting Agenda 3/15/13
 - PEC Meeting Minutes 3/15/13
 - John Hunter Workshop Invitation
 - John Hunter Reception Invitation
 - John Hunter Evening Event Invitation
 - Conceptual Framework Draft 3/15/13
 - Unit's commitments by Standards Crosswalk
 - Assessment System Draft 3/15/13
 - Governance Draft 3/15/13
 - Elementary and Middle School STEM Self Designed Program Contact Major Program
 - Chemistry Pathway
 - GYA Pathway
 - Travel Policy/Procedures 3/15/13
 - Governance Draft 3/15/13 with Track Changes
- ❖ Meeting Materials 2/15/13
 - PEC Meeting Agenda 2/15/13
 - PEC Meeting Minutes 2/15/13
 - Conceptual Framework Draft 2/12/13
 - Governance Draft 2/12/13
 - Assessment System Draft 2/12/13
- ❖ DRAFT CAEP Standards
- ❖ Meeting Materials for 11/16/12

- PEC Meeting Agenda 11/16/12
- PEC Meeting Minutes 11/16/12
- Draft Governance Document 11/16/12
- Draft conceptual Framework 11/16/12
- Draft Assessment Plan 11/16/12
- Accreditation and Assessment Fee Information
- ❖ PEC Full Council Meeting for October, 2012 was cancelled. The Sub- Committees met separately.
- ❖ Meeting Materials for 9/21/12
 - PEC Meeting Agenda 9/21/12
 - PEC Meeting Minutes 9/21/12
- ❖ Meeting Materials for 4/27/12
 - PEC Meeting Agenda 4/27/12
 - Powerpoint Presentation on the PEC 4/27/12
 - Brainstorm of Critical Ingredients/Considerations for the PEC Governance 4/27/12
 - PEC Conceptual Framework, Approved 5/17/13
 - PEC Governance Structure, Approved 5/17/13
 - PEC Assessment Document, Approved 5/17/13
 - PEC Assessment Document, Approved 5/17/13, Amended 9/20/13
 - Professional Education Council Members 2013 – 2014
 - Professional Education Council Members 2012 – 2013
 - State Approval Report, 2009
 - Assessment and Accreditation Fee Implementation Plan
 - Draft Educator Preparation Organizational Chart, 10/19/12
 - 2013 Course Fees for Educator Preparation Courses
 - Educator Preparation Organizational Chart
 - USM's Center for Technology Enhanced Learning
 - USM's Libraries and Technology
 - USM's Confucius Institute
 - USM's Computer Lab Use
 - Instructional Technology and Media Services (ITMS)
 - Non-Discriminatory Policies and Practices
 - Non-Discrimination Notice
 - What Every Supervisor Needs to Know About Discriminatory harassment & Disability Accommodations
 - Procedure for Accommodating Individuals with Disabilities
 - Erase Harassment in our Community
 - SEHD External Advisory Board
 - SEHD External Advisory Council Meeting Agendas & Meeting Minutes
- ❖ 2012-2013 Agendas & Meeting Minutes
 - 9/28/12 Orientation Agenda
 - 9/28/12 Orientation Meeting Minutes
 - 9/28/12 Full Council Agenda
 - 9/28/12 Full Council Minutes

- 1/18/13 Agenda
- 1/18/13 Meeting Minutes
- 5/13/13 Agenda
- 5/13/13 Meeting Minutes
- ❖ 2013-2014 Agendas & Meeting Minutes
 - 9/27/13 Orientation Agenda
 - 9/27/13 Orientation Meeting Minutes
 - 9/27/13 Full Council Agenda
 - 9/27/13 Full Council Meeting Agenda
 - 1/24/14 Agenda
 - 1/24/14 Meeting Minutes
 - 5/2/14 Agenda
 - 5/2/14 Meeting Minutes
- ❖ 2014-2015 Agendas & Meeting Minutes
 - 9/26/14 Orientation Agenda
 - 9/26/14 Full Council Agenda
 - 9/26/14 Meeting Minutes
- ❖ Scholarship Sub-Committee Meeting Minutes
 - Meeting Minutes 10/12/12
 - Meeting Minutes 11/5/12
 - Meeting Minutes 12/3/12
 - Meeting Minutes 2/25/13
 - Meeting Minutes 4/1/13
 - Meeting Minutes 8/12/13
 - Meeting Minutes 9/16/13
 - Meeting Minutes 1/13/14
 - Meeting Minutes 2/14/14
 - Meeting Minutes 3/24/14
 - Meeting Minutes 4/14/14
 - Meeting Minutes 8/4/14
 - Meeting Minutes 9/8/14
 - 2013 Scholarship Sub-Committee Members
- ❖ Governance Sub-Committee
 - SEHD External Advisory Council Membership Responsibilities
 - SEHD External Advisory Council By-Laws
 - SEHD External Advisory Council Purpose & Goals
 - SEHD External Advisory Council Membership
- ❖ 2012-2013 Council Members
- ❖ 2013-2014 Council Members
- ❖ 2014-2015 Council Members
 - Events Sponsored by SEHD External Advisory Council for Student Scholarships
- ❖ Bea McGarvey – Keynote Speaker for Customized Learning:
Partnering with Technology – 10/22/12

- ❖ Proficiency-based Diplomas: Resources and Materials to Help You on Your Journey – 10/15/13
 - ❖ Proficiency-based Diplomas II Information Sheet – 3/31/14
 - ❖ Proficiency-based Diplomas II Advertisement – 3/31/14
 - ❖ Getting Smart About Smarter Balanced Assessments – 10/14/14
 - ❖ Getting Smarter About Smarter Balanced Assessments – 10/14/14 Advertisement
 - **Conceptual Framework Sub-committee Group**
 - **Assessment Sub-committee Group**
 - **Governance Sub-committee Group**
-

- **Syllabi**

- AED 221 Practicum in Art Education
- AED 321 Principles & Procedure in Art Education
- AED 421 Seminar in Art Education
- ECE 510 Practical Applications of the Montessori method for Students with Exceptionalities
- ECE 511 Classroom Leadership & Environmental Design in an Early Childhood Montessori Classroom
- ECE 512 Montessori Principles & Philosophy
- ECE 513 Child Development, Family & Community in an Early Childhood Montessori Classroom
- ECE 514 Practical Life & Daily Living in an Early Childhood Montessori Classroom
- ECE 515 Sensorial in the Early Childhood Montessori Classroom
- ECE 516 Assessment & Observation in an Early Childhood Montessori Classroom
- ECE 520 Language Arts in the Montessori Early Childhood Classroom
- ECE 521 Language Arts in the Montessori Early Childhood Classroom
- ECE 522 Science in an Early Childhood Montessori Classroom
- ECE 523 Social Studies in an Early Childhood Montessori Classroom
- ECE 525 Early Childhood Practicum in a Montessori Classroom
- ECE 526 Early Childhood Internship in a Montessori Classroom
- EDU 100 Exploring Teaching as a Profession
- EDU 200 Education in the United States
- EDU 230 Teaching Through the Arts
- EDU 305 Foundations of Cultural & Linguistic Diversity
- EDU 310 What is the Purpose of Schooling in a Democracy
- EDU 324 Student Teaching
- EDU 324 Student Teaching in Art Education
- EDU 336 Children's Literature
- EDU 413 Professional Internship in Secondary Education
- EDU 465/565 Teaching Reading in Grades K-8
- EDU 466/566 Teaching Writing in Grades K-8
- EDU 501 Secondary Science Methods
- EDU 502 Secondary English Methods
- EDU 503 Foreign Language Methods

- EDU 504 Secondary Social Studies Methods
- EDU 505 Teaching Math K-8
- EDU 511/EDU 513 Children's & Adolescent Literature
- EDU 513 Children's Literature
- EDU 514 Improving Teaching in Content Areas through Literacy
- EDU 521 Digital Literacies & Education
- EDU 527 Understanding & Teaching Diverse Learners
- EDU 541 Seminar I in Teaching & Learning
- EDU 542 Seminar in Teaching, Learning & Assessment II & EDU 644/613 Professional Internship in Elementary or Secondary Education
- EDU 544 Applied Pedagogy
- EDU 545 Seminar III in Teaching & Learning
- EDU 551 Social Studies Methods
- EDU 552 Elementary Science Methods
- EDU/MME 554/MME 434 Secondary Mathematics Methods
- EDU 557 Teaching Writing to Multilingual Learners
- EDU 558 Content Based Curriculum for English Language Learners
- EDU 559 Aspects of Reading for Multilingual Learners
- EDU 561 Aspects of the English Language
- EDU 562 linguistic & Cultural Diversity in the Classroom
- EDU 563 ESL Testing & Assessment
- EDU 565 Teaching Reading
- EDU 566 Introduction to Writing Process
- EDU 600 Research Methods & Techniques
- EDU 603 Analysis of Teaching
- EDU 604 Curriculum Design
- EDU 605 Testing & Assessment
- EDU 607 Teacher Research in Literacy
- EDU 613/644 Internship in elementary/Middle & Secondary Teaching
- EDU 615 Middle Level Curriculum Organization
- EDU 617 Teaching Middle Level School
- EDU 620 Reading Development & Instruction
- EDU 621 Literacy Problems Assessment & Instruction
- EDU 623 TESOL practicum
- EDU 624 Schools & the Classroom
- EDU 626 The Writing Process
- EDU 634/EDU 635 Seminar in Literacy Research & Second Language Literacy
- EDU 639 Practicum in Literacy
- EDU 642 Classroom Assessment
- EDU 643 Inquiry in Education
- EDU 651 Instructional Strategies for Secondary Education
- EDU 652 Curriculum Design & Evaluation
- EDU 670 Introduction to Educational Leadership
- EDU 671 Organizational Behavior

- EDU 671 Reading List
- EDU 677 Seminar in School Management
- EDU 678 School Law
- EDU 679 Evaluation & Supervision of Teaching
- EDU 685 Internship in School Administration
- EDU 686 Internship in Special Education Administration
- EDU 688 Internship in Curriculum Administration
- EYE 108 Culture, Identity & Education
- HCE 500 Orientation to the Counseling Profession
- HCE 604 Career Development
- HCE 605 Psychological Measurement & Evaluation
- HCE 606 Counseling Services for Students with Exceptional Needs
- HCE 607 School Guidance Programs & Services
- HCE 609 The Practice of School Counseling
- HCE 612 Multicultural Counseling
- HCE 615 Vocational Counseling & Placement in Rehabilitation
- HCE 620 Fundamentals of Counseling Theories
- HCE 621 Fundamentals of Counseling Skills
- HCE 622 Counseling Children & Adolescents
- HCE 626 Group Process & Procedures
- HCE 627 Group Counseling Practicum
- HCE 642 Perspectives on Chemical Dependency
- HCE 644 Crisis Intervention
- HCE 681 Clinical Supervision
- HCE 686 Internship in Counselor Education
- HCE 690 Individual Counseling Practicum Seminar
- HCE 691 Individual Counseling Practicum Laboratory
- HRD 200 Multicultural Human Development
- HRD 688 Human Development
- LAE 200 Education in the United States
- LAE 320 Applied Skills in Teaching & Learning
- LAE 401 Teaching Science in Grades 7-12
- LAE 402 Secondary English Methods
- LAE 403 K-8 Social Studies Methods
- LAE 404 Teaching Social Studies in Grades 7-12
- LAE 405 Teaching Mathematics in K-8
- LAE 410 Internship in Science in Grades 7-12
- LAE 411 Internship in Secondary English
- LAE 412 Internship in Secondary Social Studies
- LAE 451 Social Studies Methods K-8
- LAE 451 Social Studies Methods K-8
- LAE 452 Teaching science in K-8
- LAE 465 Teaching Reading in Grades K-8
- LAE 466 Teaching Writing in Grades K-8

- LAE 480 Portfolio Seminar
- LAE 490 Student Teaching
- MME 434 Secondary Mathematics Methods
- MME 445 Teaching Mathematics in Maine: Curriculum & Capstone
- MUE 110, 210, 410 Pro-Seminar
- MUE 111 Professional Foundations for Music Education
- MUE 112 Percussion Techniques
- MUE 150, 250, 350 Pro-Seminar
- MUE 211 Teaching Creative & Critical Listening PK-12
- MUE 251 Teaching Vocal Music PK-12
- MUE 252 Choral Conducting
- MUE 253 Brass Techniques
- MUE 310 Pro-Seminar V Internship
- MUE 312 Teaching Instrumental Music PK-12
- MUE 313 Instrumental Conducting
- MUE 314 Guitar Techniques
- MUE 350 Professional Seminar VI
- MUE 351 Teaching Improvisation in Music in Pk-12
- MUE 352 String Techniques
- MUE 353 Woodwind Techniques
- MUE 411 Teaching Music Composition PK-12
- MUE 450- Syllabus in Student Teaching Handbook
- SBS/HRD 200 Multicultural Human Development
- SBS 301 Group Dynamics
- SBS 302 Interpersonal Behavior
- SBS 305 Child Development
- SBS 309 The Psychology of Attachment in Early Childhood
- SBS 310 Childhood & Society at LAC
- LAC/SBS 340J Language Acquisition & Literacy Development
- SBS 341 The Family
- SBS 346 Introduction to Social Services
- SBS 350 Psychosocial Disorders of Childhood & Adolescence
- SBS 375 Infant Mental Health
- SBS 450 assessing Individual Differences in Children
- SCI 450 Secondary Science Methods
- SCI 455 Internship in Secondary Science
- SED 335 Teaching Exceptional Students in the General Classroom
- SED 420 Multi-Tiered Systems Support in Education
- SED 518 Instructional Strategies for Learners with Special Needs
- SED 540 Learners who are Exceptional
- SED 612 Youth with Moderate to Severe Disabilities
- SED 615 Positive Behavioral Interventions & Supports
- SED 618 Programming for Learners with Special Needs
- SED 621 Teaching Functional Life Skills

- SED 653/SPY 672 Assessment of Academic Achievement
- SED 682 Special Education Law
- SED 684 Introduction to Special Education Administration
- SED 688 Professional Internship in Special Education
- SED 693 Transitions Among Agency, School & Community
- SED 695 Internship in Special Education for Students with Severe Disabilities
- SPY 601 Behavioral Principles of Learning
- SPY 602 Clinical Research Methods
- SPY 604 Functional Behavioral Assessment
- SPY 605/SPY 629 Applied Behavior Analysis
- SPY 606 Behavior Therapy
- SPY 607 Consultation in School Psychology
- SPY 609 Professional Ethics in Psychology
- SPY 620 Introduction to Multi-Tier systems of Student Support
- SPY 625 Multi-Tier Math Instruction & Intervention for General & Special Education
- SPY 627 Multi-Tier Reading Instruction for General & Special Education
- SPY 670 Cognitive Affective Bases of Behavior
- SPY 671 Physical Bases of Behavior
- SPY 672/SED 653 Assessment of Academic Achievement
- SPY 673 Social Foundations of Behavior
- SPY 674 Psychopathology
- SPY 675 Indirect Behavioral Assessment
- SPY 677 Cognitive Assessment
- SPY 679 Diversity in the Science & Practice of Psychology
- SPY 693 School Psychology Practicum I
- SPY 694 School Psychology Practicum II
- SPY 697 Statistics I
- SPY 698 Statistics II
- SPY 709 History & Systems of Psychology
- SPY 727 Advanced Academic Intervention Methods
- SPY 729 Advanced Intervention Methods for Individuals with Behavioral and/or Developmental Disabilities
- SPY 730 Advanced Behavior Therapy
- SPY 751 Advanced Research Seminar
- SPY 759 Psy.D Dissertation
- SPY 788 Pre-Doctoral Internship in School Psychology

- **Course Blueprints**

- **Websites**

- Office of Educator Preparation
- Teacher Certification
- Secondary Education, Chemistry Major
- Elementary Education, English Major

- Secondary Education, English Major
- Elementary Education, History Major
- Secondary Education, History Major
- Elementary Education, Geography-Anthropology
- Secondary Education, Geography-Anthropology
- Secondary Education, Math Major
- Elementary & Middle School Certification in STEM, Self-Designed Contract Major
- K-12 Education, French Major
- K-12 Education, Classics Major
- Elementary Education, Arts & Humanities Major at LAC
- Secondary Education, Arts & Humanities Major at LAC
- Elementary Education, Natural and Applied Science Major at LAC
- Secondary Education, Natural and Applied Science Major at LAC
- BA in Social and Behavioral Sciences – Early Childhood Studies Concentration at LAC
- Masters in Science in Special Education: Teaching Students with Mild or Severe Disabilities Concentration
- Masters in Science, Counseling
- Masters in Science, Montessori Early Childhood Teacher Education Major
- MSED in Educational Leadership
- PsyD in School Psychology
- MSED in Literacy Education
- Concentration in Secondary Education Earth Sciences
- BS in Biology: Teacher Certification in Life Sciences Concentration
- BM in Music Education
- BFA in Studio Arts with a Concentration in Art Education